

**STATE OF IOWA  
BOARD OF EDUCATIONAL EXAMINERS**

Grimes State Office Building – 400 E.14th St.  
Second Floor State Board Room  
Des Moines, IA 50319-0147

**January 13 and 14, 2016**

**2015-2016 BoEE Goals**

Goal 1: The Board will develop rules for practitioner licensure that maintain high standards, are research based, and provide flexibility in attainment in all credential types, especially in shortage areas.  
Goal 2: The Board will develop a plan to require ongoing ethics training for all licensees.  
Goal 3: The Board will develop a communication plan for the dissemination of information to its constituent groups.

**AGENDA**  
***TIMES ARE APPROXIMATE***  
**January 13, 2016**

- 4:00 p.m. Professional Practices Committee Meeting – State Board Room**
- 6:30 p.m. Legislative Reception Planning Meeting – Latin King (Des Moines)**
- 8:00 p.m. Executive Committee Meeting will follow the Legislative Reception Planning Meeting – Latin King (Des Moines)**

**AGENDA**  
***TIMES ARE APPROXIMATE***  
**January 14, 2016**

- 7:30 a.m. Legislative Reception – 7:30-9 a.m. – State Capitol Rotunda (East & North Wings)**
- 9:30 a.m. Call Meeting to Order**

**Approve the Agenda** **Tab A**

**Consent Agenda**

- a. Minutes from November 6, 2015 board meeting **Tab B**
- b. Minutes from December 2, 2015 special telephonic board meeting **Tab C**

**Professional Practices - Licensee Discipline – Closed Session –  
Board Members Only (roll call)**

**Open Session**

- a. Results of closed session announced
- b. Approve closed session minutes from November 6, 2015 board meeting and December 2, 2015 special telephonic meeting
- c. Reinstatement(s)
  - 1. None

**Board Communications**

- a. Board Member Reports
- b. Legislative Update – Phil Wise

- |   |       |
|---|-------|
| c. Executive Director's Report  |       |
| 1. Financial Update   | Tab D |
| 2. Licensing System Update  |       |
| 3. Board Retreat  |       |
| 4. Board Operating Guidelines Committee Meeting (Behrens, Overholtzer, Pattee, and Schoening) |       |

**Communication from the Public**

**12:05 p.m. Lunch for Board Members**

**Rules [Iowa Administrative Code – Chapter 282 (272)]**

- |   |       |
|---|-------|
| <b>a. Adopt</b>   |       |
| 1. IAC 282 Chapters 13 and 27 – Counseling internships and practicums, ARC 2237C  | Tab E |
| <b>b. ARRC Review Pending</b>   |       |
| 1. IAC 282 Chapter 12 – Fee increase, ARC 2229C – Session Delay   | Tab F |
| 2. IAC 282 Chapter 14 K-12 Special education endorsement; specializations, ARC 1884C – Session Delay  | Tab G |
| <b>c. Notice</b>  |       |
| 1. IAC 282 Chapter 13.26 – Early childhood  | Tab H |
| 2. IAC 282 Chapter 22 – Paraeducator substitute authorization   | Tab I |
| 3. IAC 282 Chapter 24 – Paraeducator area of concentration  | Tab J |
| <b>d. Items for Discussion</b>  |       |
| 1. IAC 282 Chapters 13, 22, and 27 – Ethics training as a requirement for standard license  | Tab K |
| 2. IAC 282 Chapter 18 – Administrator temporary permits and administrator experience  | Tab L |
| 3. IAC 282 Chapter 13 – Out-of-state teaching assessment requirements, elementary education endorsement field experiences, minimum grade requirements for adding endorsements | Tab M |
| 4. IAC 282 Chapter 20 – Administrator and teacher renewal units   | Tab N |
| 5. IAC 282 Chapter 13 – Reading endorsements  | Tab O |
| 6. IAC 282 Chapter 22 – Coaching authorization minimum education attainment requirement   | Tab P |

**Waivers**

- |                              |       |
|------------------------------|-------|
| 1. PFW 15-17 Zach Paustian   | Tab Q |
| 2. PFW 15-18 Chelsea Hartman | Tab R |

**Reports/Approvals**

- |   |       |
|---|-------|
| 1. Home Base Iowa Annual Report 2015                | Tab S |
| 2. Iowa Code 272.29 BoEE Annual Rules Report 2016   | Tab T |
| 3. Iowa Code 272.10 BoEE Annual Fees Report FY 2015 | Tab U |
| 4. Expenditure Reductions                           | Tab V |
| 5. BoEE Communication Plan                          | Tab W |
| 6. Board Priority – Addressing Frivolous Complaints | Tab X |

**2:00 p.m. Adjournment**

**Next Meeting: Friday, February 12, 2016**

1                                   **STATE OF IOWA**  
2                                   **BOARD OF EDUCATIONAL EXAMINERS**  
3                           **Grimes State Office Building – 400 East 14<sup>th</sup> Street**  
4                                   **Des Moines, Iowa 50319-0147**

5  
6                                   **Minutes**  
7                                   **November 6, 2015**  
8

9   The Board of Educational Examiners (Board or BoEE) held its monthly meeting  
10   November 6, 2015. Richard Wortmann, Chair, called the meeting to order. Members  
11   attending were Sara Arnold, Kathy Behrens, Dr. Linda Carroll, Dan Dutcher, Dr. Larry  
12   Hill, Mary K. Overholtzer, Dr. Andy Pattee, Erin Schoening and Dr. Anne Sullivan. Also  
13   in attendance was Duane Magee, Executive Director and Renner Walker, Assistant  
14   Attorney General. Brenda Garcia, Dr. Jay Prescott, Darcy Lane, Attorney/Investigator  
15   and Jim McNellis, Investigator, were unable to attend the board meeting.

16  
17   Larry Hill moved, with a second by Andy Pattee, to approve the agenda. **MOTION**  
18   **CARRIED UNANIMOUSLY.**

19  
20   Andy Pattee moved, with a second by Sara Arnold, to approve the consent agenda.  
21   **MOTION CARRIED UNANIMOUSLY.**

22  
23   Sara Arnold moved, with a second by Dan Dutcher, that the Board go into closed  
24   session for the purpose of discussing whether to initiate licensee disciplinary  
25   proceedings and the decision to be rendered in a contested case, pursuant to Iowa  
26   Code sections 21.5(d) and (f).   Roll call vote: Arnold – yes; Behrens – yes; Carroll –  
27   yes; Dutcher – yes; Hill – yes; Overholtzer – yes; Pattee – yes; Schoening – yes; Sullivan  
28   – yes; Wortmann – yes. **MOTION CARRIED.**

29  
30   Larry Hill moved, with a second by Dan Dutcher, that in **case number 15-148**, the  
31   Board find probable cause to establish a violation of the following provisions of the  
32   Code of Professional Conduct and Ethics, 282 IAC – Chapter 25.3(1)(b)(2) and  
33   25.3(4)(b), and order this case set for hearing. **MOTION CARRIED UNANIMOUSLY.**  
34

1 Dan Dutcher moved, with a second by Sara Arnold, that in **case number 15-140**, the  
2 Board find that, although one or more of the allegations in the complaint may be  
3 substantiated by the witnesses interviewed in the course of the investigation [and/or]  
4 the documents gathered in the course of the investigation, and the allegations may  
5 constitute a technical violation of the board's statute or administrative rules; the  
6 evidence before the board indicates that adequate steps have been taken to remedy  
7 the violation and to ensure that incidents of a similar nature do not occur in the  
8 future. The Board will not pursue formal disciplinary action in this matter. Roll call  
9 vote: Arnold – yes; Behrens – yes; Carroll – yes; Dutcher – yes; Hill – yes; Overholtzer –  
10 no; Pattee – yes; Schoening – recused; Sullivan – yes; Wortmann – yes. **MOTION**  
11 **CARRIED.** (Duane Magee left the room during the discussion of this case in closed  
12 session.)  
13

14 Larry Hill moved, with a second by Sara Arnold, that in **case number 15-89**, the  
15 Board find that the evidence gathered in the investigation, including witness  
16 statements and the documentary evidence, does not substantiate the allegations in the  
17 complaint, and that the Board therefore lacks probable cause to proceed with this  
18 matter. **MOTION CARRIED UNANIMOUSLY.**  
19

20 Sara Arnold moved, with a second by Larry Hill, that in **case number 15-90**, the  
21 Board find that the evidence gathered in the investigation, including witness  
22 statements and the documentary evidence, does not substantiate the allegations in the  
23 complaint, and that the Board therefore lacks probable cause to proceed with this  
24 matter. **MOTION CARRIED UNANIMOUSLY.**  
25

26 Larry Hill moved, with a second by Sara Arnold, that in **case number 15-91**, the  
27 Board find that the evidence gathered in the investigation, including witness  
28 statements and the documentary evidence, does not substantiate the allegations in the  
29 complaint, and that the Board therefore lacks probable cause to proceed with this  
30 matter. **MOTION CARRIED UNANIMOUSLY.**  
31

32 Sara Arnold moved, with a second by Dan Dutcher, that in **case number 15-92**, the  
33 Board find that the evidence gathered in the investigation, including witness

1 statements and the documentary evidence, does not substantiate the allegations in the  
2 complaint, and that the Board therefore lacks probable cause to proceed with this  
3 matter. **MOTION CARRIED UNANIMOUSLY.**

4  
5 Larry Hill moved, with a second by Sara Arnold, that in **case number 15-124**, the  
6 Board find that the evidence gathered in the investigation, including witness  
7 statements and the documentary evidence, does not substantiate the allegations in the  
8 complaint, and that the Board therefore lacks probable cause to proceed with this  
9 matter. **MOTION CARRIED UNANIMOUSLY.**

10  
11 Sara Arnold moved, with a second by Larry Hill, that in **case number 15-125**, the  
12 Board find that the evidence gathered in the investigation, including witness  
13 statements and the documentary evidence, does not substantiate the allegations in the  
14 complaint, and that the Board therefore lacks probable cause to proceed with this  
15 matter. **MOTION CARRIED UNANIMOUSLY.**

16  
17 Dan Dutcher moved, with a second by Larry Hill, that in **case number 15-126**, the  
18 Board find that the evidence gathered in the investigation, including witness  
19 statements and the documentary evidence, does not substantiate the allegations in the  
20 complaint, and that the Board therefore lacks probable cause to proceed with this  
21 matter. **MOTION CARRIED UNANIMOUSLY.**

22  
23 Larry Hill moved, with a second by Dan Dutcher, that in **case number 15-127**, the  
24 Board find that the evidence gathered in the investigation, including witness  
25 statements and the documentary evidence, does not substantiate the allegations in the  
26 complaint, and that the Board therefore lacks probable cause to proceed with this  
27 matter. **MOTION CARRIED UNANIMOUSLY.**

28  
29 Larry Hill moved, with a second by Dan Dutcher, that in **case number 15-128**, the  
30 Board find that the evidence gathered in the investigation, including witness  
31 statements and the documentary evidence, does not substantiate the allegations in the  
32 complaint, and that the Board therefore lacks probable cause to proceed with this  
33 matter. **MOTION CARRIED UNANIMOUSLY.**

1 Sara Arnold moved, with a second by Larry Hill, that in **case number 15-129**, the  
2 Board find that the evidence gathered in the investigation, including witness  
3 statements and the documentary evidence, does not substantiate the allegations in the  
4 complaint, and that the Board therefore lacks probable cause to proceed with this  
5 matter. **MOTION CARRIED UNANIMOUSLY.**

6  
7 Larry Hill moved, with a second by Sara Arnold, that in **case number 14-36**, the  
8 Board accept the Respondent's waiver of hearing and voluntary surrender and that the  
9 Board issue an order permanently revoking the Respondent's license with no  
10 possibility of reinstatement. **MOTION CARRIED UNANIMOUSLY.**

11  
12 Larry Hill moved, with a second by Dan Dutcher, to extend the 180-day deadline for  
13 issuance of the final decision in **case number 15-96**, based upon the need to schedule  
14 and conduct the hearing. **MOTION CARRIED UNANIMOUSLY.**

15  
16 Sara Arnold moved, with a second by Hill, to extend the 180-day deadline for issuance  
17 of the final decision in **case number 15-97**, based upon the need to schedule and  
18 conduct the hearing. **MOTION CARRIED UNANIMOUSLY.**

19  
20 Dan Dutcher moved, with a second by Sara Arnold, to extend the 180-day deadline for  
21 issuance of the final decision in **case number 15-114**, based upon the need to  
22 schedule and conduct the hearing. **MOTION CARRIED UNANIMOUSLY.**

23  
24 The following cases were discussed in open session:

25 Background/Discussion: The board found probable cause in this case. The hearing  
26 is scheduled for December 21, 2015. Sara Arnold moved, with a second by Dan  
27 Dutcher, to extend the 180-day deadline for issuance of the final decision in **case**  
28 **number 15-88**, based upon the need to conduct the hearing and review the proposed  
29 decision. **MOTION CARRIED UNANIMOUSLY.**

30  
31 Background/Discussion: The board found probable cause in this case. The hearing  
32 took place on October 27, 2015. Larry Hill moved, with a second by Sara Arnold, to  
33 extend the 180-day deadline for issuance of the final decision in **case number 15-95**,

1 based upon the need to review the proposed decision. Roll call vote: Arnold – yes;  
2 Behrens – yes; Carroll – yes; Dutcher – yes; Hill – yes; Overholtzer – yes; Pattee – yes;  
3 Schoening – yes; Sullivan – recused; Wortmann – yes. **MOTION CARRIED.**

4  
5 Background/Discussion: The board found probable cause in this case. Hearing is set  
6 for December 14, 2015. Dan Dutcher moved, with a second by Larry Hill, to extend  
7 the 180-day deadline for issuance of the final decision in **case number 15-98**, based  
8 upon the need to conduct the hearing and review the proposed decision. **MOTION**  
9 **CARRIED UNANIMOUSLY.**

10  
11 Background/Discussion: The board found probable cause in this case. Hearing is set  
12 for December 17, 2015. Larry Hill moved, with a second by Sara Arnold, to extend the  
13 180-day deadline for issuance of the final decision in **case number 15-115**, based  
14 upon the need to conduct the hearing and review the proposed decision. **MOTION**  
15 **CARRIED UNANIMOUSLY.**

16  
17 Background/Discussion: The board found probable cause in this case. Hearing is set  
18 for January 4, 2016. Sara Arnold moved, with a second by Dan Dutcher, to extend  
19 the 180-day deadline for issuance of the final decision in **case number 15-104**, based  
20 upon the need to conduct the hearing and review the proposed decision. **MOTION**  
21 **CARRIED UNANIMOUSLY.**

22  
23 Background/Discussion: The board found probable cause in this case. Hearing is set  
24 for January 11, 2016. Larry Hill moved, with a second by Sara Arnold, to extend the  
25 180-day deadline for issuance of the final decision in **case number 15-117**, based  
26 upon the need to conduct the hearing and review the proposed decision. **MOTION**  
27 **CARRIED UNANIMOUSLY.**

28  
29 Background/Discussion: Renae Hindman's special education endorsements were  
30 suspended indefinitely per the board's final order in case number 14-26. She was  
31 ordered to complete 15 hours in Ethics for Educators and a course in special  
32 education law approved by the executive director. Ms. Hindman has completed these  
33 requirements and has submitted a request for reinstatement. Sara Arnold moved,

1 with a second by Dan Dutcher, that in **case number 14-26**, the Board grant the  
2 Respondent's request for reinstatement and issue an order stating the basis for the  
3 suspension no longer exists and it will be in the public interest for the affected  
4 endorsements to be reinstated. **MOTION CARRIED UNANIMOUSLY.**

5  
6 Dan Dutcher moved, with a second by Sara Arnold, that the Board approve the closed  
7 session minutes from October 9, 2015. **MOTION CARRIED UNANIMOUSLY.**

8  
9 Board Member Reports

10 Larry Hill shared that he and his wife are grandparents to their seventh grandson.  
11 Congratulations went out to Dr. Hill.

12  
13 Legislative Update

14 Phil Wise was unable to attend and; therefore, there was no legislative update.  
15 Executive Director Magee informed the Board that there are two proposals that are  
16 going through the Governor's office – The mandatory reporting of being under the  
17 influence or possessing alcohol, illegal or unauthorized drugs on school grounds; and,  
18 regarding the percentage of fees the BoEE keeps. Mr. Magee will be attending a  
19 meeting scheduled between a representative of the Governor's office and the  
20 Department of Management to make sure this is understood.

21  
22 Executive Director's Report

23 Executive Director Magee reviewed the financial report.

24  
25 Executive Director Magee shared a copy of a license which now contains the signature  
26 of our board chair, Richard Wortmann, along with the executive director's signature.  
27 The board chair's signature is now included on all BoEE licenses.

28  
29 The board members received laptops (replacing the iPads) and the feedback from the  
30 board members regarding their new laptops was positive.

31  
32 Executive Director Magee attended a White House Convening on career counseling  
33 and college and career readiness which was held in Jacksonville, Florida. There is a



1 group of Iowa stakeholders that are working on these issues. It was an excellent  
2 conference.

3  
4 Congratulations to Darcy Lane: Darcy Lane was unable to attend this board meeting  
5 due to her upcoming wedding this weekend. The Board wished her good thoughts on  
6 this major change in her life.

7  
8 Executive Director Magee thanked the board members for their work and all that they  
9 do. We have strong representatives from school districts, stakeholder groups and  
10 public members.

11  
12 Licensing System Update: Good progress being made. Work continues on the  
13 application process. With the new system, staff can access the application outside of  
14 the office since it is web-based.

15  
16 BoEE Professional Practices Data: This data was shared at the last meeting. It was  
17 now formally included in this board meeting packet to allow the board another chance  
18 to review it in more detail. The board feels this is valuable data and that it shows  
19 trends over time.

20  
21 Communication from the Public

22 None.

23  
24 Stakeholder Presentation – Administrative Judge Margaret LaMarche from the  
25 Department of Inspections and Appeals (DIA), Christy A. A. Hickman, Iowa State  
26 Education Association (ISEA) Attorney and Renner Walker, Assistant Attorney  
27 General, gave a presentation to the Board regarding the hearing process. They each  
28 discussed their role in the process.

29  
30 Rules

31 Adopt:

32 None.

1 ARRC Review Pending

2 IAC 282 Chapters 13 and 27 – Counseling internships and practicums (ARC 2237C).

4 IAC 282 Chapter 12 – Fee increase (ARC 2229C).

6 IAC 282 Chapters 13, 15, 16, 18, 20, 22, 23, 24, and 27 – Background check  
7 procedures (ARC 2230C).

9 IAC 282 Chapter 14 – Special Education Endorsement Requirements (ARC 1884C) –  
10 (Currently under a session delay until the adjournment of the 2016 General  
11 Assembly.)

13 Notice:

14 None

16 Items for Discussion

17 IAC 282 Chapter 24 – Paraeducator area of concentration. A Committee of  
18 Paraeducator Preparation Program staff members, Department of Education staff, and  
19 Board of Educational Examiners staff met over several months to examine possible  
20 changes to the Early Childhood Paraeducator area of concentration. If the proposal is  
21 adopted, it would replace the current Early Childhood Paraeducator area of  
22 concentration. This will be brought back at a future meeting.

24 IAC 282 Chapter 22 – Paraeducator substitute authorization. The first proposed  
25 change will also allow the BoEE to issue the substitute authorization on the  
26 paraeducator certificate, which will clarify the limitations of a paraeducator who  
27 applies for a substitute authorization and remove the requirement for a separate  
28 renewal. The second proposed change lengthens the substitute authorization to five  
29 years to mirror our other license types. This will be brought back at a future meeting.

31 IAC 282 Chapter 13.26 – Early childhood. An endorsement revision workgroup  
32 comprised of early childhood educators, DE and BoEE consultants, and higher  
33 education faculty from the two regents' institutions and two private institutions has

1 been working for approximately 18 months on revising the coursework requirements  
2 for early childhood education to reflect national standards and the changing needs of  
3 Iowa children. The length of time dedicated to this process reflects the group's desire  
4 to wait for national standards revisions before moving forward. This will be brought  
5 back at a future meeting.

6  
7 IAC 282 Chapters 13, 22, and 27 – Ethics training as a requirement for standard  
8 license. One of the paramount goals of the Board is to create clear guidelines and  
9 expectations for code of conduct and ethics education for educators. This series of  
10 revised changes will allow educators to complete current and relevant training as a  
11 condition of transitioning from an initial to a standard license or authorization. (Some  
12 Authorizations already include ethics training as a requirement.) Chapter 272.2 also  
13 states that the board shall provide this training to any person who holds a license,  
14 certificate, authorization, or statement of professional recognition. The board will need  
15 to discuss an implementation date and possibly the need for specific language  
16 regarding the requirements for an approved program. This discussion will continue.

#### 17 18 Petitions for Waiver

19 Dan Dutcher moved, with a second by Andy Pattee, that in **PFW 15-15 Jane Clare**  
20 **Fisher**, the Board grant the waiver. Reasons for granting: Jane Clare Fisher holds a  
21 B.S. degree from Central Christian College of the Bible. Central Christian College of  
22 the Bible is not a regionally-accredited institution for purposes of the substitute  
23 authorization degree requirement. It is accredited by the Association of Biblical Higher  
24 Education. Based on the limited authority granted by the substitute authorization, as  
25 well as Ms. Fisher's experience working with young people, the Board finds it would be  
26 an undue hardship to deny Ms. Fisher's request to waive the requirement of a  
27 bachelor's degree from a regionally accredited institution. The Board has granted  
28 waivers in similar cases. In light of this precedent, the Board found granting the  
29 waiver would not cause prejudice to the substantial legal rights of any person. The  
30 substitute authorization carries limited authority, as the holder cannot serve for  
31 extended periods of time in one assignment. The Board finds that Ms. Fisher has  
32 presented clear and convincing evidence that waiving the rule in question to grant her

1 this authorization would not compromise public health, safety, or welfare. **MOTION**  
2 **CARRIED UNANIMOUSLY.**

3  
4 Dan Dutcher moved, with a second by Sara Arnold, that in **PFW 15-16 Jason Pratt**,  
5 the Board grant the waiver. Reasons for granting: Jason Pratt holds a master's  
6 degree in Industrial/Organization Psychology. Mr. Pratt also has ten years of  
7 experience working in the activities department at Bishop Heelan Catholic High  
8 School, and has been a golf pro and collegiate coach. The board finds that Mr. Pratt  
9 has essentially been serving in the capacity of an activities director for Bishop Heelan  
10 for approximately ten years. This was due to unclear guidance to the field on  
11 certification requirements for activities directors, which has recently been addressed  
12 by the board and the Iowa Department of Education. Mr. Pratt states in his petition  
13 that waiving the rule in question would not prejudice the substantial legal rights of  
14 any person. In light of the unique nature of his situation, the board finds he has met  
15 his burden to provide clear and convincing evidence on this point. Mr. Pratt's  
16 situation is very unlikely to reoccur, given the relatively recent guidance issued jointly  
17 by the board and the Iowa Department of Education. The Board finds that Mr. Pratt  
18 has provided clear and convincing evidence that, under the unique circumstances  
19 presented here, substantially equal protection of public health, safety, and welfare will  
20 be afforded by a means other than that prescribed in the particular rule for which the  
21 waiver is requested. Mr. Pratt has provided evidence of significant relevant  
22 coursework and experience, and has the strong support of his supervising  
23 administrator at Bishop Heelan Catholic High School. **MOTION CARRIED**  
24 **UNANIMOUSLY.** (Jason Pratt and Principal Chris Bork from Bishop Heelan Catholic  
25 High School were present during the discussion of the waiver.)

26  
27 Reports/Approvals

28 Licensure Renewal Annual Report: The board reviewed and discussed this report  
29 which was prepared by Dr. Mary Lou Nosco. There are 16 Licensure Renewal  
30 Programs that have been approved under administrative rule 282-20.13.

1 Videotaping Hearings: The board discussed the possibility of videotaping BoEE Code  
2 of Professional Conduct and Ethics hearings held before administrative law judges.  
3 After some discussion, the board determined to not videotape hearings at this time.  
4

5 Communicating Board Decisions in BoEE Newsletters: Currently, board disciplinary  
6 actions may be found on the BoEE website and are searchable by licensee name, case  
7 year, allegation type and sanction type. Waivers may also be searched by applicant  
8 name, waiver request year, requested rule waived, and waiver request result on the  
9 same website page as disciplinary actions. Executive Director Magee is recommending  
10 that the BoEE attorney summarize each disciplinary case that has been decided since  
11 the most recent BoEE newsletter was distributed. Each case summary will include a  
12 link to the final board order on the BoEE website. The same process will be used for  
13 BoEE waivers. Names would not be used in the newsletter, but only the case/waiver  
14 numbers would be used.  
15

16 Mary K. Overholtzer moved, with a second by Dan Dutcher, to printing a summary  
17 (without licensee names), including final board orders in the BoEE quarterly  
18 newsletter. Roll call vote: Arnold – no; Behrens – yes; Carroll – yes; Dutcher – yes; Hill  
19 – yes; Overholtzer – yes; Pattee – yes; Schoening – yes; Sullivan – yes; Wortmann – yes.  
20

**MOTION CARRIED.**  
21

22 NASDTEC Survey – Possessing or being under the influence of alcohol, illegal or  
23 unauthorized drugs on school grounds or at school events. The board reviewed the  
24 survey. The survey would be used to support the board’s legislative priority as far as if  
25 this should be a mandatory reporting offense.  
26

27 There being no further business, Mary K. Overholtzer moved, with a second by Andy  
28 Pattee to adjourn the meeting. Meeting adjourned at 12:30 p.m. **MOTION CARRIED**  
29 **UNANIMOUSLY.**  
30  
31  
32  
33

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2                                   **BOARD OF EDUCATIONAL EXAMINERS**  
3                           **Grimes State Office Building – 400 East 14<sup>th</sup> Street**  
4                                   **Des Moines, Iowa 50319-0147**

5  
6                                   **Minutes**  
7                                   **December 2, 2015**  
8                                   **Special Telephonic Meeting**  
9

10   The Board of Educational Examiners (Board or BoEE) held a special telephonic  
11   meeting on December 2, 2015. The Board met telephonically to meet the deadline for  
12   review of a proposed decision in 282 Iowa Administrative Code 11.28 and to avoid the  
13   expense of board member travel in light of the limited agenda. Richard Wortmann,  
14   Board Chair, called the meeting to order. Members attending were Sara Arnold, Kathy  
15   Behrens, Dan Dutcher, Brenda Garcia, Dr. Larry Hill, Mary K. Overholtzer, Dr. Andy  
16   Pattee, and Erin Schoening. Also in attendance was Duane Magee, Executive Director,  
17   Darcy Hathaway, Attorney/Investigator, Jim McNellis, Investigator and Renner  
18   Walker, Assistant Attorney General. Dr. Linda Carroll, Dr. Jay Prescott and Dr. Anne  
19   Sullivan were unable to attend.

20  
21   Larry Hill moved, with a second by Dan Dutcher, to approve the agenda. **MOTION**  
22   **CARRIED UNANIMOUSLY.**

23  
24   Kathy Behrens moved, with a second by Brenda Garcia, that the Board go into closed  
25   session for the purpose of discussing strategy with counsel in matters that are  
26   presently in litigation or where litigation is imminent where its disclosure would be  
27   likely to prejudice or disadvantage the position of the board in that litigation, and the  
28   decision to be rendered in a contested case, pursuant to Iowa Code sections 21.5(c)  
29   and (f). Roll call vote: Arnold – yes; Behrens – yes; Dutcher – yes; Garcia – yes; Hill –  
30   yes; Overholtzer – yes; Pattee – yes; Schoening – yes; Wortmann – yes. **MOTION**  
31   **CARRIED.**  
32

1 Kathy Behrens moved, with a second by Mary K. Overholtzer, that in case number 15-  
2 98, the Board accept Sarah (Whitehead) Story's waiver of hearing and voluntary  
3 surrender and that the Board issue an order permanently revoking the license with no  
4 possibility of reinstatement. **MOTION CARRIED UNANIMOUSLY.**

5  
6 Kathy Behrens moved, with a second by Mary K. Overholtzer, that in case number 15-  
7 80, the Board accept the stipulation and settlement submitted by the parties, and  
8 issue an Order incorporating the agreement of the parties and imposing the agreed  
9 upon sanction. **MOTION CARRIED UNANIMOUSLY.**

10  
11 Kathy Behrens moved, with a second by Andy Pattee, that in case number 15-97, the  
12 Board accept the stipulation and settlement submitted by the parties, and issue an  
13 Order incorporating the agreement of the parties and imposing the agreed upon  
14 sanction. **MOTION CARRIED UNANIMOUSLY.**

15  
16 Kathy Behrens moved, with a second by Brenda Garcia, that the Board not initiate  
17 review of the proposed decision in case number APP 15-02, In the Matter of Sierra  
18 BeBout, and allow the proposed decision to become the final decision of the Board  
19 unless an appeal is taken by one of the parties within the time allowed by rule.  
20 **MOTION CARRIED UNANIMOUSLY.** (Duane Magee and Renner Walker left the room  
21 during the discussion of this case in closed session.)

22  
23 Kathy Behrens moved, with a second by Sara Arnold, that the Board not initiate  
24 review of the proposed decision in case number 15-95, In the Matter of Carla  
25 Dawson, and allow the proposed decision to become the final decision of the Board  
26 unless an appeal is taken by one of the parties within the time allowed by rule.  
27 **MOTION CARRIED UNANIMOUSLY.** (Duane Magee and Renner Walker left the room  
28 during the discussion of this case in closed session.)

29  
30 Andy Pattee moved, with a second by Larry Hill, to direct BoEE staff to create new  
31 language for IAC 282, 25.3(3)e, for future board consideration to deem copying of test  
32 items as unethical. **MOTION CARRIED UNANIMOUSLY.** (Darcy Hathaway left the  
33 room during the discussion of case number 13-76 in closed session.)

1 The following case was discussed in open session:

2 Andy Pattee moved, with a second by Erin Schoening, that the Board grant the  
3 petition for an extension of time in **case number 13-130**, and issue an order  
4 extending the deadline for proof of completion of the ethics course until September 1,  
5 2016.

6 Background/Discussion: Matthew Oleson was ordered to complete 15 hours in Ethics  
7 for Educators per the settlement agreement in case number 13-130. He was unable to  
8 complete this requirement due to health problems that have affected his hearing and  
9 vision. The board previously granted an extension in June of 2015. Mr. Oleson's  
10 attorney has submitted a petition for an additional extension. The petition states that  
11 his health has not changed and he remains unable to travel to and complete the  
12 course. Roll call vote: Arnold – yes; Behrens – yes; Dutcher – yes; Garcia – yes; Hill –  
13 no; Overholtzer – yes; Pattee – yes; Schoening – yes; Wortmann – yes. **MOTION**  
14 **CARRIED.**

15  
16 Communication from the Public

17 None.

18  
19 Executive Director Magee reminded the board of the upcoming legislative reception  
20 and meeting scheduled for January 14, 2016. Additional information will be emailed  
21 to board members in the coming weeks.

22  
23 There being no further business, Larry Hill moved, with a second by Mary K.  
24 Overholtzer to adjourn the meeting. Meeting adjourned at 5:03 p.m. **MOTION**  
25 **CARRIED UNANIMOUSLY.**

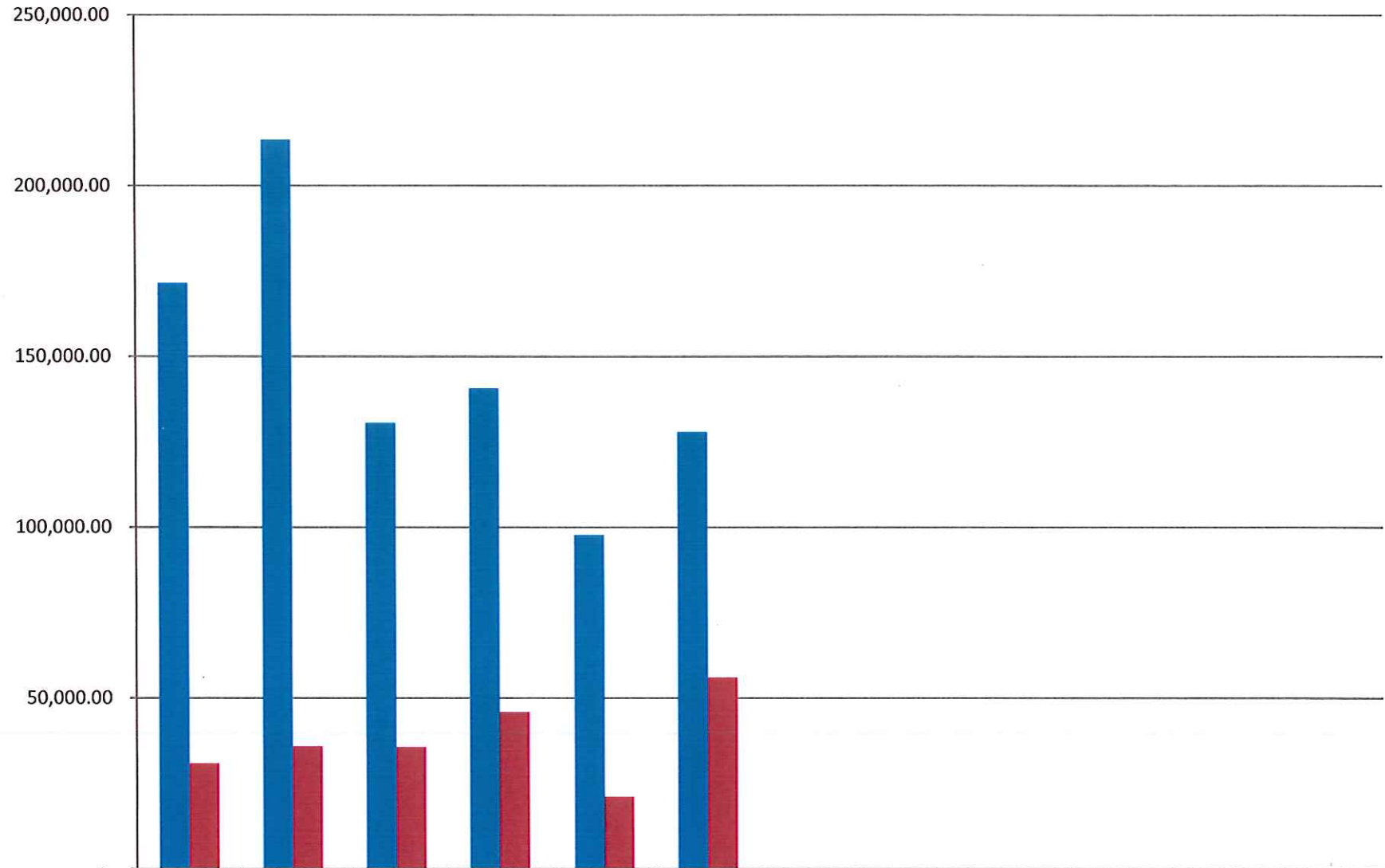


Board of Educational Examiners (BOEE)  
Cash Balance  
12-Year History

	<u>2016</u>	<u>2015</u>	<u>2014</u>	<u>2013</u>	<u>2012</u>	<u>2011</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>2007</u>	<u>2006</u>	<u>2005</u>	<u>2004</u>
BOEE Beginning Cash Balance	570,694	1,176,209	1,156,232	1,047,214	923,038	695,115	465,146	999,099	751,217	186,971	5,130	-	34,116
State Appropriation													40,974
Total Revenues	1,106,516	2,139,088	2,151,248	2,165,193	2,102,941	2,072,492	2,026,630	2,066,128	1,919,330	1,882,229	1,672,430	860,357	846,559
Total Expenditures	1,049,981	2,744,602	2,131,271	2,056,175	1,978,765	1,844,569	1,796,661	2,600,081	1,671,448	1,317,983	1,418,113	855,227	880,675
Surplus (Shortage)	56,535	(605,515)	19,977	109,018	124,176	227,923	229,969	(533,953)	247,882	564,246	254,317	5,130	40,974
BOEE Ending Cash Balance	627,230	570,694	1,176,209	1,156,232	1,047,214	923,038	695,115	465,146	999,099	751,217	186,971	5,130	-
Percentage Change	10%	-51%	2%	10%	13%	33%	49%	-53%	33%	302%	3545%		

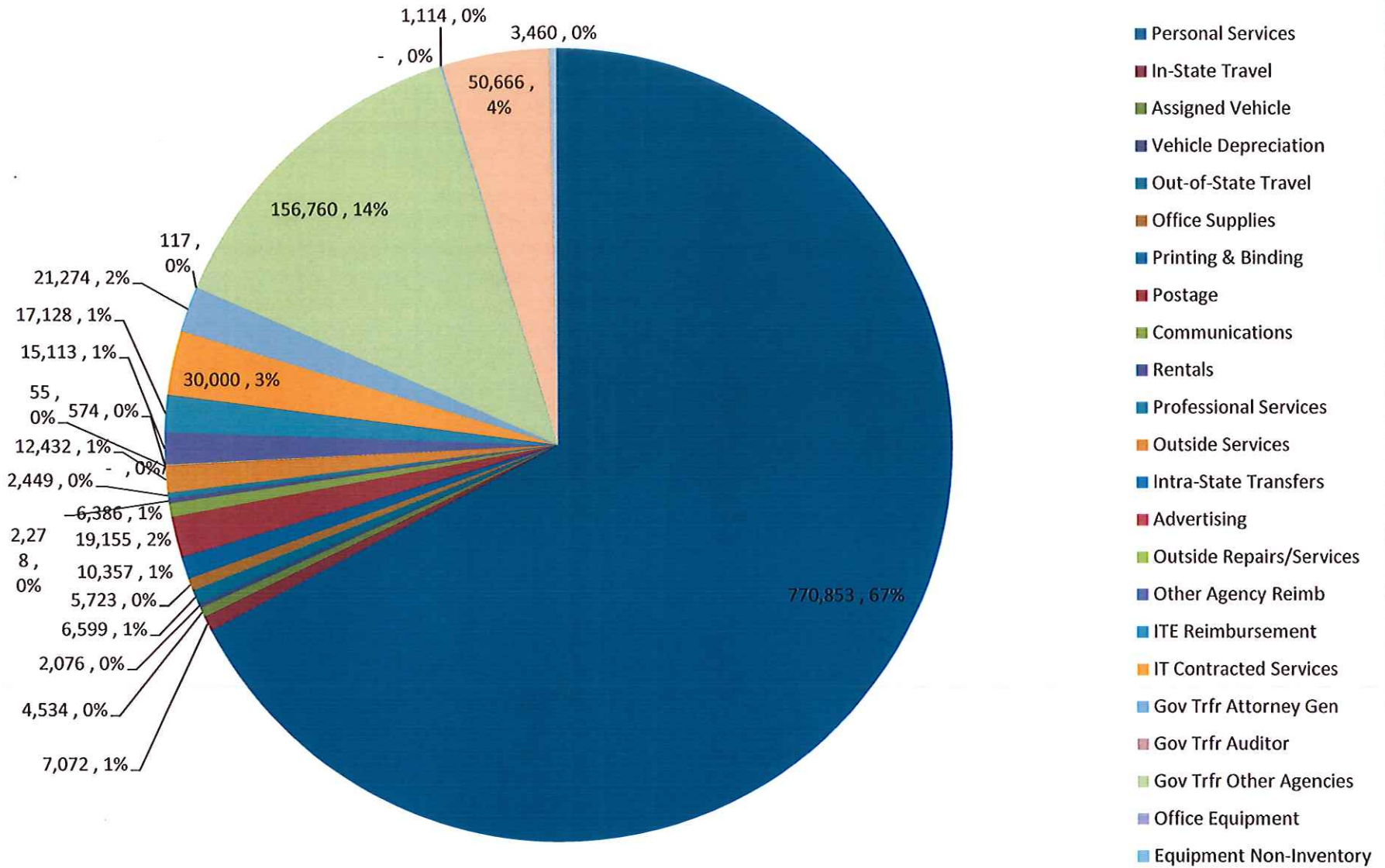
Total Revenue (BoEE and General Fund)	29,206,165.67
BoEE Revenue	21,904,624.25
General Fund Revenue	7,301,541.42
Average Yearly Expenses	1,774,630.69
Number of Years of Average Expenditures	4.11
Average Yearly Appropriation	108,333.33
Average Yearly Expenses Less Appropriations	1,666,297.35
Number of Years of Average Expenditures	4.38

## Receipts July 2015-June 2016

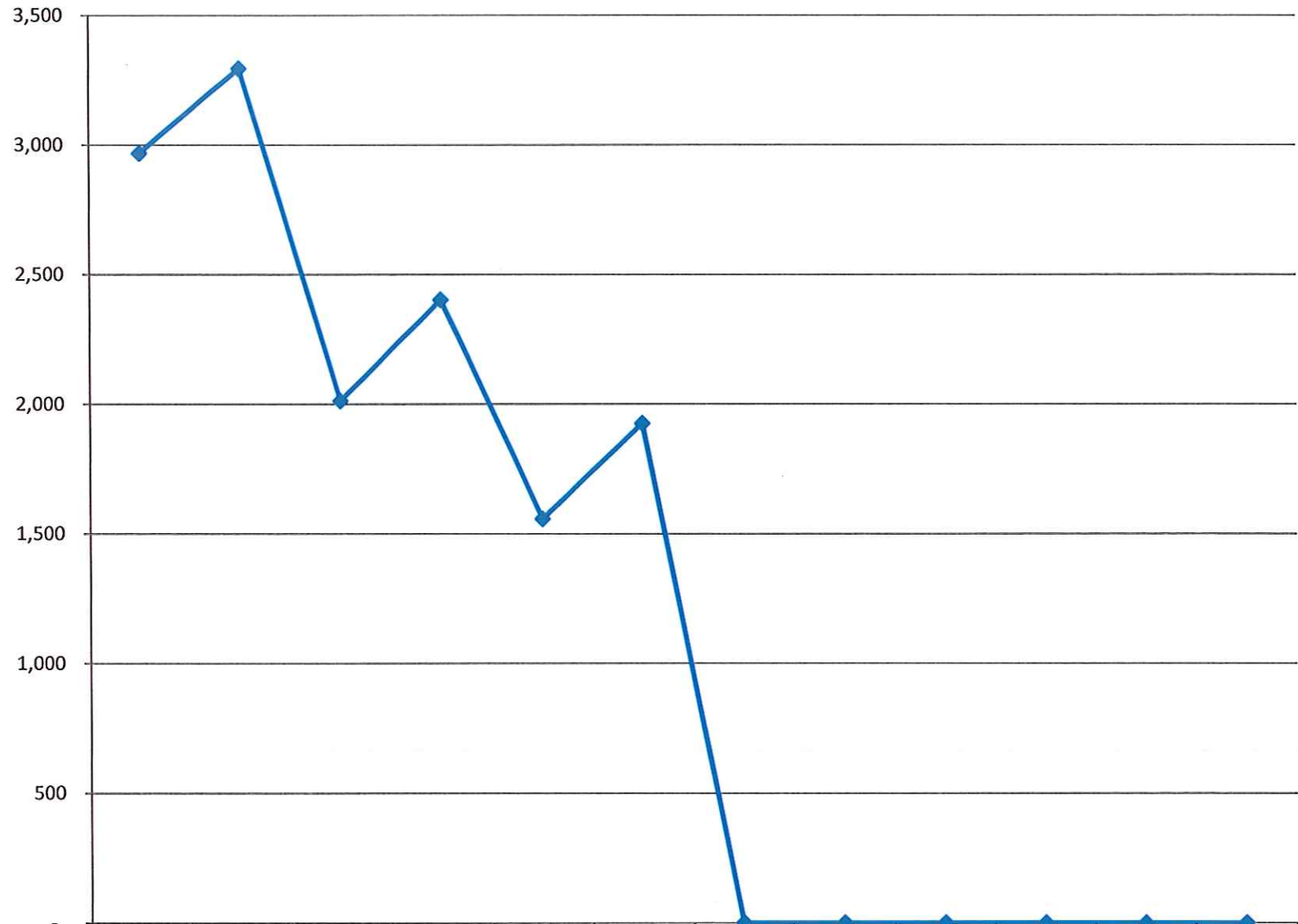


	July 15	Aug 15	Sept 15	Oct 15	Nov 15	Dec 15	Jan 16	Feb 16	Mar 16	Apr 16	May 16	Jun 16
Licensure Fees	171,398.	213,417.	130,405.	140,603.	97,661.2	127,788.						
DCI Check Fee	30,793.0	35,840.0	35,630.0	45,806.0	21,008.0	55,975.0						

## Expenditures July 2015-June 2016

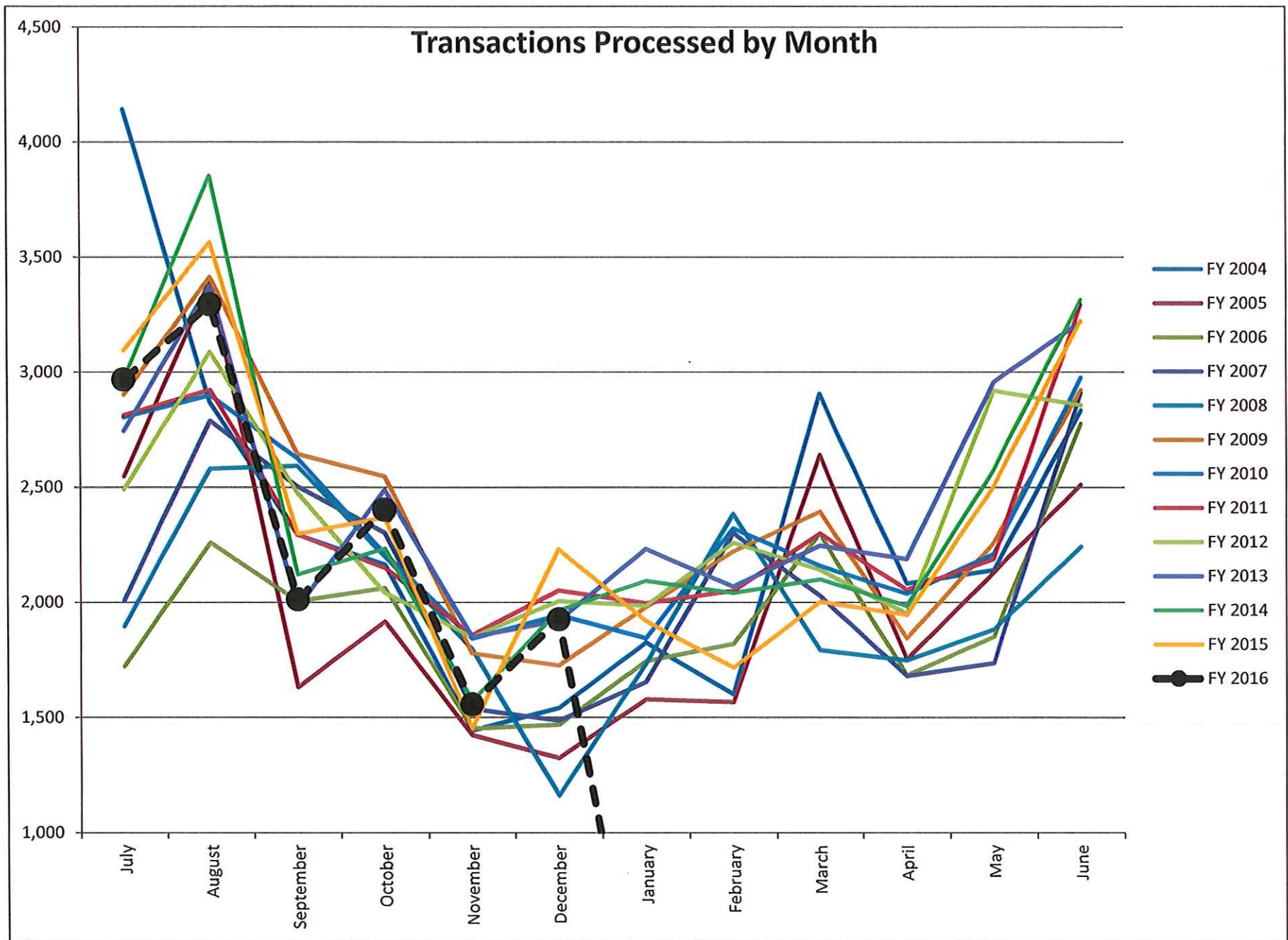


## Total # of Transactions FY16



	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Total # Licenses Issued	2,967	3,294	2,012	2,402	1,557	1,926	-	-	-	-	-	-





## FY 16 Balance Sheet / Cash Flow Chart

## Licensure Fees (orgn 9397)

	July 15	Aug 15	Sept 15	Oct 15	Nov 15	Dec 15	Jan 16	Feb 16	Mar 16	Apr 16	May 16	Jun 16	Jun+30	Jun+60	Total
<b>Receipts</b>															
Brought Fwd from 14	100,000.00	470,693.41	-	-	-	-	-	-	-	-	-	-	-	-	570,693
Carry Fwd to 16												(100,000.00)	(100,000.00)	-	(100,000)
234 Gov Transfer in Other Agcy		85.00			105.00	-									190
401 Licensure Fees	171,398.25	213,417.75	130,405.50	140,603.25	97,661.25	127,788.00									881,274
704 DCI Check Fee	30,793.00	35,840.00	35,630.00	45,806.00	21,008.00	55,975.00									225,052
BoEE Total Receipts	202,191.25	249,342.75	166,035.50	186,409.25	118,774.25	183,763.00	-	-	-	-	-	-	-	-	1,106,516
		249,257.75													
401 Licensure Fees (GenFund)	56,611.75	70,545.25	43,083.50	46,501.75	32,234.75	42,201.00									291,178
								(20,193.00)							
<b>Expenditures</b>															
101 Personal Services	65,311.23	123,266.77	192,171.67	102,614.16	120,348.74	117,139.97						50,000.00	50,000.00		770,853
202 In-State Travel	-	1,125.61	908.61	2,920.59	1,625.05	492.20						-	-		7,072
203 Assigned Vehicle	-	149.15	131.35	409.08	528.46	315.69						3,000.00	3,000.00		4,534
204 Vehicle Depreciation	-	360.00	360.00	360.00	360.00	360.00						276.00	276.00		2,076
205 Out-of-State Travel	1,669.64	-	(354.43)	3,795.70	590.50	537.53						360.00	360.00		6,599
301 Office Supplies	5,222.46	8.28	10.75	220.16	111.48	-						150.00	150.00		5,723
309 Printing & Binding	1,284.81	-	396.92	3,910.10	2,041.50	2,723.70						-	-		10,357
313 Postage	-	3,617.71	3,440.84	3,218.89	3,195.30	2,131.84						3,350.00	3,350.00		19,155
401 Communications	-	1,108.02	1,163.28	1,164.44	1,114.71	1,113.60						722.00	722.00		6,386
402 Rentals	2,128.06	-	75.00	75.00	-	-						-	-		2,278
405 Professional Services	40.00	168.90	50.00	523.11	913.68	(26.41)						780.00	780.00		2,449
406 Outside Services	-	-	6,475.02	1,317.81	2,062.00	2,467.25						110.00	110.00		12,432
407 Intra-State Transfers	-	-	-	-	-	-						-	-		-
408 Advertising	-	-	-	54.56	-	-						-	-		55
409 Outside Repairs/Services	428.97	-	-	145.38	-	-						-	-		574
414 Other Agency Reimb	-	44.00	13,950.81	44.00	44.00	724.50						306.00	306.00		15,113
416 ITE Reimbursement	-	3,345.20	2,476.53	2,954.79	1,962.16	3,689.18						2,700.00	2,700.00		17,128
418 IT Contracted Services	-	-	30,000.00	-	-	-						-	-		30,000
432 Gov Trfr Attorney Gen	-	-	6,690.74	3,694.81	3,558.86	3,379.53						3,950.00	3,950.00		21,274
433 Gov Trfr Auditor	-	-	-	-	116.88	-						-	-		117
434 Gov Trfr Other Agencies	-	-	44,514.00	21,270.22	47,204.88	13,771.00						30,000.00	30,000.00		156,760
502 Office Equipment	-	-	-	-	-	-						-	-		-
503 Equipment Non-Inventory	-	-	-	-	-	1,114.00						-	-		1,114
510 IT Equipment & Software	18,713.00	-	31,607.07	27.02	319.08	-						-	-		50,666
602 SWICAP/Other Expense	-	-	49.70	1,923.62	49.90	946.71						490.00	490.00		3,460
Total Expenditures	94,798.17	133,393.64	334,117.86	150,643.44	186,147.18	150,880.29	-	-	-	-	-	96,194.00	96,194.00	-	1,146,175
Excess (Deficiency) of															
Revenue over Expenditures	107,393.08	115,949.11	(168,082.36)	35,765.81	(67,477.93)	32,882.71	-	-	-	-	-	(96,194.00)	(96,194.00)	-	(39,764)
Beginning Cash Balance	100,000.00	207,393.08	794,035.60	625,953.24	661,719.05	594,346.12	627,228.83	627,228.83	627,228.83	627,228.83	627,228.83	627,228.83	531,034.83	-	
Ending Cash Balance	207,393.08	794,035.60	625,953.24	661,719.05	594,346.12	627,228.83	627,228.83	627,228.83	627,228.83	627,228.83	627,228.83	531,034.83			(39,659)

June +30  
expenses  
are  
anticipated  
expenses

Licensure Fee Receipts by Accounting Source and Month SFY 15

Accl	Class	Description	July 15	Aug 15	Sept 15	Oct 15	Nov 15	Dec 15	Jan 16	Feb 16	Mar 16	Apr 16	May 16	Jun 16	Jun+30	Jun+60	Total
		Brought Fwd not included															
I53	234	Licensure Fees % - Other Agcy	-	85.00	-	-	105.00	-	-	-	-	-	-	-	-	-	190.00
I54	401	Licensure Fees %	171,398.25	213,417.75	130,405.50	140,603.25	97,661.25	127,788.00	-	-	-	-	-	-	-	-	881,274.00
I54	704	DCI Check Fee	30,793.00	35,840.00	35,630.00	45,806.00	21,008.00	55,975.00	-	-	-	-	-	-	-	-	225,052.00
Gen Fund	234	Licensure Fees % - Other Agcy	-	30.00													30.00
Gen Fund	401	Licensure Fees	56,611.75	70,545.25	43,083.50	46,501.75	32,234.75	42,201.00	-	-	-	-	-	-	-	-	291,178.00
		Net Receipts	258,803.00	319,918.00	209,119.00	232,911.00	151,009.00	225,964.00	-	-	-	-	-	-	-	-	1,397,724.00
0914	401	Refunds	238.00	1,070.00	636.00	1,226.00	1,854.00	877.00									5,901.00

**Obligations vs. Budget Report**  
**Budget Fiscal Year: 2015**

	Total Obligations FY-To-Date	SY 15 Spending Plan	Budget Balance	Percent of Budget Received /Spent
<b>Resources:</b>				
Balance Forward	\$ 570,693	\$ 1,176,209		
Receipts				
Salary adj				
401 Fees, Lic. & Permits	\$ 881,274	\$ 1,735,513		
704 Other	\$ 225,052	\$ 360,000		
<b>Total Resources:</b>	<b>\$ 1,677,019</b>	<b>\$ 3,271,722</b>	<b>\$ 2,165,396</b>	<b>34%</b>
<i>(Total Revenue)</i>	<u><u>\$ 1,106,326</u></u>			
<b>Expenditures:</b>				
101 Personal Services	\$ 770,853	\$ 1,533,123	\$ 762,270	50%
202 In-State Travel	\$ 7,072	\$ 25,000	\$ 17,928	28%
203 Assigned Vehicle	\$ 4,534	\$ 5,000	\$ 466	91%
204 Vehicle Depreciation	\$ 2,076	\$ 4,000	\$ 1,924	52%
205 Out-of-State Travel	\$ 6,599	\$ 20,000	\$ 13,401	33%
301 Office supplies	\$ 5,723	\$ 12,000	\$ 6,277	48%
309 Printing & Binding	\$ 10,357	\$ 15,000	\$ 4,643	69%
313 Postage	\$ 19,155	\$ 38,000	\$ 18,845	50%
401 ICN/Communications	\$ 6,386	\$ 15,000	\$ 8,614	43%
402 Rentals	\$ 2,278	\$ 3,500	\$ 1,222	65%
405 Professional Services	\$ 2,449	\$ 26,000	\$ 23,551	9%
406 Outside Services	\$ 12,432	\$ 5,000	\$ (7,432)	249%
407 Trans to Other agency	\$ -	\$ -	\$ -	#DIV/0!
408 Advertising	\$ 55	\$ 3,000	\$ 2,945	2%
409 Outside Repairs/Ser	\$ 574	\$ 4,000	\$ 3,426	14%
414 Other Agency Reimb	\$ 15,113	\$ 12,000	\$ (3,113)	126%
416 ITD Reimbursement	\$ 17,128	\$ 22,000	\$ 4,872	78%
418 IT Contracted services	\$ 30,000	\$ 100,000	\$ 70,000	30%
432 Gov Transfer AG	\$ 21,274	\$ 41,000	\$ 19,726	52%
433 Gov Transfer Auditor	\$ 117	\$ 8,000	\$ 7,883	1%
434 Gov Trans Other Agency	\$ 156,760	\$ 360,000	\$ 203,240	44%
502 Equipment Inventory	\$ -	\$ 3,100	\$ 3,100	0%
503 Equipment Non-Inven	\$ 1,114	\$ 19,000	\$ 17,886	6%
510 IT Equipment	\$ 50,666	\$ 60,000	\$ 9,334	84%
602 SWICAP	\$ 3,460	\$ 20,000	\$ 16,540	17%
705 Refunds	\$ 5,901	\$ 8,000	\$ 2,099	74%
<b>Carryover</b>		\$ -		
<b>Expenditure Subtotal</b>	<b>\$ 1,152,076</b>	<b>\$ 2,361,723</b>	<b>\$ 1,209,647</b>	<b>49%</b>
<b>Revenue Less Expenditures</b>	<u><u>\$ (45,750)</u></u>			

(off from Finance report by  
\$8,000+ due to inclusion of  
refunds)

FY 2015 Actual Revenue for each License Issued



# Number of Transactions Processed by Month

Record Year in Green

	July	August	September	October	November	December	January	February	March	April	May	June	Total number of Licenses Issued
FY 2016	2,967	3,294	2,012	2,402	1,557	1,926	0	0	0	0	0	0	14,158
Running Total	2,967	6,261	8,273	10,675	12,232	14,158	14,158	14,158	14,158	14,158	14,158	14,158	
FY 2015	3,095	3,564	2,297	2,368	1,452	2,230	1,918	1,717	2,003	1,946	2,505	3,224	28,319
Running Total	3,095	6,659	8,956	11,324	12,776	15,006	16,924	18,641	20,644	22,590	25,095	28,319	
FY 2014	2,968	3,852	2,120	2,232	1,571	1,964	2,092	2,040	2,099	1,984	2,576	3,314	28,812
Running Total	2,968	6,820	8,940	11,172	12,743	14,707	16,799	18,839	20,938	22,922	25,498	28,812	
FY 2013	2,744	3,375	1,978	2,488	1,849	1,920	2,231	2,068	2,246	2,188	2,956	3,219	29,262
Running Total	2,744	6,119	8,097	10,585	12,434	14,354	16,585	18,653	20,899	23,087	26,043	29,262	
FY 2012	2,490	3,087	2,475	2,041	1,849	2,005	1,985	2,259	2,141	1,951	2,920	2,857	28,060
Running Total	2,490	5,577	8,052	10,093	11,942	13,947	15,932	18,191	20,332	22,283	25,203	28,060	
FY 2011	2,812	2,923	2,294	2,149	1,857	2,051	1,996	2,050	2,299	2,055	2,189	3,293	27,968
Running Total	2,812	5,735	8,029	10,178	12,035	14,086	16,082	18,132	20,431	22,486	24,675	27,968	
FY 2010	2,804	2,899	2,626	2,210	1,842	1,944	1,843	2,321	2,158	2,037	2,211	2,976	27,871
Running Total	2,804	5,703	8,329	10,539	12,381	14,325	16,168	18,489	20,647	22,684	24,895	27,871	
FY 2009	2,902	3,413	2,644	2,547	1,779	1,726	1,979	2,221	2,393	1,844	2,259	2,923	28,630
Running Total	2,902	6,315	8,959	11,506	13,285	15,011	16,990	19,211	21,604	23,448	25,707	28,630	
FY 2008	1,895	2,580	2,592	2,199	1,795	1,161	1,733	2,384	1,792	1,748	1,883	2,242	27,344
Running Total	1,895	4,475	7,067	9,266	11,061	12,222	13,955	16,339	18,131	19,879	21,762	24,004	
FY 2007	2,008	2,788	2,503	2,302	1,538	1,486	1,654	2,300	2,028	1,680	1,736	2,910	26,747
Running Total	2,008	4,796	7,299	9,601	11,139	12,625	14,279	16,579	18,607	20,287	22,023	24,933	
FY 2006	1,722	2,259	2,005	2,062	1,452	1,469	1,744	1,820	2,299	1,683	1,851	2,776	23,142
Running Total	1,722	3,981	5,986	8,048	9,500	10,969	12,713	14,533	16,832	18,515	20,366	23,142	
FY 2005	2,547	3,394	1,631	1,916	1,423	1,324	1,579	1,567	2,640	1,753	2,130	2,511	24,415
Running Total	2,547	5,941	7,572	9,488	10,911	12,235	13,814	15,381	18,021	19,774	21,904	24,415	
FY 2004	4,142	2,867	2,293	2,164	1,443	1,541	1,825	1,600	2,906	2,082	2,141	2,834	27,838
Running Total	4,142	7,009	9,302	11,466	12,909	14,450	16,275	17,875	20,781	22,863	25,004	27,838	
Proj FY16 for Budget	2,544	3,103	2,288	2,229	1,673	1,753	1,887	2,068	2,191	1,897	2,292	2,931	27,281
Running Total	2,544	5,647	7,935	10,164	11,837	13,590	15,476	17,544	19,735	21,632	23,925	26,856	

**FY 2016 Actual Number of Transactions Processed per Month**

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued
Prof Adm - Online	9	10	11	9	10	12							61
Duplicate Lic - Online	33	37	19	17	13	22							141
Late Fees - online	14	17	5	6	2	3							47
Master Ed - Online	139	147	80	71	80	96							613
Prof Service License	22	13	11	9	8	3							11
Standard Lic - Online	213	223	131	126	114	128							935
Background	430	401	468	508	252	628							2,687
Background - Renewal			671	621	556	553							2,401
Initial Teacher lic	143	182	324	337	111	500							1,597
Extended initial	16	29	16	17	20	27							125
Standard License	369	318	259	220	171	169							1,506
Master Ed	187	213	164	140	113	133							950
Professional Adm	50	23	23	19	18	25							158
Authorization Extension	0	0	0	269	218	190							677
Coach Authorization	347	464	213	115	105	88							1,332
Substitute License	144	163	144	157	134	108							850
Substitute Auth	79	94	119	87	49	92							520
Endorsement	173	288	80	15	1	4							561
Duplicate Lic	27	40	13	43	37	36							196
Tx Evaluation	186	143	59	406	145	76							1,015
Late Payment	73	194	89	32	23	27							438
Out-of-state T or A	126	75	29	0	1	1							232
Out-of-country	0	0	12	7	13	21							53
BTW Driving Instr	10	7	4	45	39	47							152
Class A	149	94	55	13	5	2							318
Executive Director Decision	13	53	6	127	49	18							266
Class B	196	310	93	18	5	11							633
Class E	35	40	4	0	0	1							80
Class G	3	12	3	0	1	0							19
Coach Auth Extend	7	9	0	3	5	4							28
Evaluator License	0	6	3	3	4	1							17
Renew Evaluator License	1	2	0	0	0	0							3
Initial Admn Lic	9	58	15	17	9	19							127
Extended initial Adm	1	1	0	2	1	3							8
Renew Initial Administrator	5	2	3	4	0	1							15
Convert Initial Administrator	5	10	2	1	0	0							18
Renew Professional Administrator	11	19	3	1	1	0							35
Extend Professional Administrator	1	4	0	1	0	1							7
Administrator Exchange	8	2	3	4	2	2							21
Extend Administrator Exchange	0	1	1	0	0	0							2
Convert Administrator Exchange	0	0	0	0	0	0							0
Class B Administrator	4	1	4	3	0	0							12
Add Endorsement to Admin	0	0	0	0	0	0							0
CTE Authorization	2	2	3	0	0	0							7
Initial CTE Authorization	4	1	0	0	0	2							7
Paraeducator	128	81	37	31	24	41							342
Paraeducator Add Concentration	19	14	7	1	3	1							45
Orientation and Mobility Specialist	1	0	0	0	0	0							1
Statement of Professional Recognition	29	36	22	16	16	10							129
Teacher Intern License	11	3	0	0	0	0							14
Initial Prof Service	4	10	4	1	0	0							19
Professional Service	22	20	10	11	7	7							77
PSL - Class A	3	2	0	0	1	1							7
PSL - Class B	0	0	0	0	0	0							0
IPREP-Portfolio Review	0	1	0	1	0	0							2
SBO	21	27	23	28	17	21							137
Native Language Authorization	0	2	0	1	1	0							4
SAM	0	0	0	6	4	1							11
UAG Authorization	0	1	0	0	1	0							2
Activities Admin. Auth.	2	1	0	0	1	1							5
Over Payment	3	12	5	8	3	4							35
<b>Total # Licenses Issued</b>	<b>2,967</b>	<b>3,294</b>	<b>2,012</b>	<b>2,402</b>	<b>1,557</b>	<b>1,926</b>	-	-	-	-	-	-	<b>14,009</b>
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued



**FY 2015 Actual Revenue for each Transaction Processed**

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Rev
Prof Adm - Online	\$ 1,936	\$ 1,144	\$ 978	\$ 801	\$ 890	\$ 1,068							\$ 6,817
Duplicate Lic - Online	\$ 594	\$ 666	\$ 342	\$ 306	\$ 234	\$ 396							\$ 2,538
Late Fees - online	\$ 650	\$ 1,200	\$ 150	\$ 775	\$ 75	\$ 75							\$ 2,925
Master Ed - Online	\$ 12,232	\$ 12,936	\$ 7,118	\$ 6,319	\$ 7,120	\$ 8,544							\$ 15,664
Prof Service License	\$ 792	\$ 880	\$ 979	\$ 712	\$ 712	\$ 267							\$ 4,342
Standard Lic - Online	\$ 18,744	\$ 19,624	\$ 11,659	\$ 11,214	\$ 10,146	\$ 11,392							\$ 82,779
Background	\$ 27,891.00	\$ 29,852.00	\$ 35,095.00	\$ 38,076.00	\$ 18,930	\$ 47,080							\$ 196,924
Background - Renewal			\$ 671.00	\$ 621.00	\$ 556	\$ 553							\$ 2,401
Initial Teacher Lic	\$ 12,165.00	\$ 15,460.00	\$ 27,540.00	\$ 28,644.00	\$ 9,435	\$ 42,500							\$ 135,744
Extended initial	\$ 400.00	\$ 725.00	\$ 400.00	\$ 425.00	\$ 500	\$ 675							\$ 3,125
Standard License	\$ 31,366.00	\$ 27,030.00	\$ 21,991.00	\$ 18,700.00	\$ 14,535	\$ 14,390							\$ 128,012
Master Ed	\$ 15,911.00	\$ 18,105.00	\$ 13,940.00	\$ 11,900.00	\$ 9,605	\$ 11,305							\$ 80,766
Professional Adm	\$ 4,262.00	\$ 1,955.00	\$ 1,955.00	\$ 1,615.00	\$ 1,530	\$ 2,125							\$ 13,442
Coach Authorization	\$ 29,520.00	\$ 39,425.00	\$ 18,135.00	\$ 22,890.00	\$ 18,565	\$ 16,150							\$ 144,685
Substitute License	\$ 12,245.00	\$ 13,855.00	\$ 12,240.00	\$ 9,775.00	\$ 8,925	\$ 7,480							\$ 64,520
Substitute Auth	\$ 6,717.00	\$ 7,990.00	\$ 10,115.00	\$ 13,345.00	\$ 11,390	\$ 9,180							\$ 58,737
Endorsement	\$ 8,650.00	\$ 14,400.00	\$ 4,000.00	\$ 4,350.00	\$ 2,450	\$ 4,600							\$ 38,450
Duplicate Lic	\$ 405.00	\$ 600.00	\$ 195.00	\$ 225.00	\$ 15	\$ 60							\$ 1,500
Tx Evaluation	\$ 11,135.00	\$ 8,580.00	\$ 3,540.00	\$ 2,573.00	\$ 2,220	\$ 2,160							\$ 30,208
Late Payment	\$ 1,834.00	\$ 4,844.00	\$ 2,215.00	\$ 10,147.00	\$ 3,615	\$ 1,890							\$ 24,545
Out-of-state T or A	\$ 10,741.00	\$ 6,380.00	\$ 2,465.00	\$ 2,720.00	\$ 1,930	\$ 2,295							\$ 26,531
Out-of-country	\$ -	\$ -	\$ 1,020.00	\$ -	\$ 85	\$ 85							\$ 1,190
BTW Driving Instr	\$ 400.00	\$ 280.00	\$ 160.00	\$ 280.00	\$ 520	\$ 840							\$ 2,480
Class A	\$ 12,675.00	\$ 7,990.00	\$ 4,675.00	\$ 3,825.00	\$ 3,315	\$ 3,995							\$ 36,475
Executive Director Decision	\$ 1,105.00	\$ 4,505.00	\$ 510.00	\$ 1,105.00	\$ 425	\$ 170							\$ 7,820
Class B	\$ 16,635.00	\$ 26,350.00	\$ 7,905.00	\$ 10,795.00	\$ 4,165	\$ 1,530							\$ 67,380
Class E	\$ 5,295.00	\$ 5,936.00	\$ 600.00	\$ 2,710.00	\$ 715	\$ 1,695							\$ 16,951
Class G	\$ 255.00	\$ 1,010.00	\$ 255.00	\$ -	\$ -	\$ 85							\$ 1,605
Authorization Extension	\$ -	\$ -	\$ -	\$ -	\$ 85	\$ -							\$ 85
Coach Auth Extend	\$ 280.00	\$ 360.00	\$ -	\$ 120.00	\$ 200	\$ 160							\$ 1,120
Evaluator License	\$ -	\$ 510.00	\$ 255.00	\$ 255.00	\$ 340	\$ 85							\$ 1,445
Renew Evaluator License	\$ 86.00	\$ 170.00	\$ -	\$ -	\$ -	\$ -							\$ 256
Initial Adm Lic	\$ 765.00	\$ 4,930.00	\$ 1,275.00	\$ 1,445.00	\$ 765	\$ 1,615							\$ 10,795
Extended initial Adm	\$ 85.00	\$ 85.00	\$ -	\$ 170.00	\$ 85	\$ 255							\$ 690
Renew Initial Administrator	\$ 426.00	\$ 170.00	\$ 255.00	\$ 340.00	\$ -	\$ 85							\$ 1,276
Convert Initial Administrator	\$ 425.00	\$ 850.00	\$ 170.00	\$ 85.00	\$ -	\$ -							\$ 1,530
Renew Professional Administrator	\$ 935.00	\$ 1,615.00	\$ 255.00	\$ 85.00	\$ 85	\$ -							\$ 2,975
Extend Professional Administrator	\$ 85.00	\$ 340.00	\$ -	\$ 85.00	\$ -	\$ 85							\$ 595
Administrator Exchange	\$ 680.00	\$ 170.00	\$ 255.00	\$ 340.00	\$ 170	\$ 170							\$ 1,785
Extend Administrator Exchange	\$ -	\$ 85.00	\$ 85.00	\$ -	\$ -	\$ -							\$ 170
Convert Administrator Exchange	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -							\$ -
Class B Administrator	\$ 340.00	\$ 85.00	\$ 340.00	\$ 255.00	\$ -	\$ -							\$ 1,020
Add Endorsement to Admin	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -							\$ -
CTE Authorization	\$ 170.00	\$ 170.00	\$ 255.00	\$ -	\$ -	\$ -							\$ 595
Initial CTE Authorization	\$ 340.00	\$ 85.00	\$ -	\$ -	\$ -	\$ 170							\$ 595
Paraeducator	\$ 5,122.00	\$ 3,240.00	\$ 1,495.00	\$ 1,240.00	\$ 860	\$ 1,640							\$ 13,697
Paraeducator Add Concentration	\$ 475.00	\$ 350.00	\$ 175.00	\$ 25.00	\$ 75	\$ 25							\$ 1,125
Orientation & Mobility Specialist	\$ 85.00	\$ -	\$ -	\$ -	\$ -	\$ -							\$ 85
Statement of Professional Recognition	\$ 2,465.00	\$ 3,060.00	\$ 1,870.00	\$ 1,360.00	\$ 1,360	\$ 850							\$ 10,965
Teacher Intern License	\$ 1,355.00	\$ 295.00	\$ -	\$ -	\$ -	\$ -							\$ 1,650
Initial Professional Service	\$ 340.00	\$ 850.00	\$ 340.00	\$ 85.00	\$ -	\$ -							\$ 1,615
Professional Service	\$ 1,872.00	\$ 1,700.00	\$ 850.00	\$ 935.00	\$ 595	\$ 595							\$ 6,547
PSL- Class A	\$ 255.00	\$ 170.00	\$ -	\$ -	\$ 85	\$ 85							\$ 595
PSL- Class B	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -							\$ -
IPREP-Portfolio Review	\$ -	\$ 375.00	\$ -	\$ 440.00	\$ -	\$ -							\$ 815
SBO	\$ 1,766.00	\$ 2,295.00	\$ 1,955.00	\$ 2,380.00	\$ 1,445	\$ 1,785							\$ 11,646
Native Language Authorization	\$ -	\$ 170.00	\$ -	\$ 85.00	\$ 85	\$ -							\$ 340
SAM	\$ -	\$ -	\$ -	\$ 510.00	\$ 340	\$ 85							\$ 935
IJAG	\$ -	\$ 85.00	\$ -	\$ -	\$ 85	\$ -							\$ 170
Activities Admin. Auth.	\$ 170.00	\$ 85.00	\$ -	\$ -	\$ 85	\$ 85							\$ 425
Over Payment	\$ 89.00	\$ 76.00	\$ 139.00	\$ 119.00	\$ 81.00	\$ 81.00					\$ -	\$ -	\$ 585.00
Grand Total	\$ 263,165	\$ 294,098	\$ 200,817	\$ 215,207	\$ 139,529	\$ 200,441	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,274,673
Background Total	\$ 27,891	\$ 29,852	\$ 35,768	\$ 38,697	\$ 19,466	\$ 47,633	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 199,325
BoEE Revenue	\$ 176,471	\$ 198,185	\$ 123,788	\$ 132,383	\$ 90,032	\$ 114,606	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 808,511
General Fund Total	\$ 58,824	\$ 68,062	\$ 41,263	\$ 44,128	\$ 30,011	\$ 38,202	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 268,837
BoEE+GenFund	\$ 235,295	\$ 266,246	\$ 165,051	\$ 176,510	\$ 120,043	\$ 152,808	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,075,348
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued

## **ADOPTION MEMO**

**Date: January 14, 2016**

**To: Board Members**

**From: Duane T. Magee, Executive Director**

**RE: Amend IAC 282 Chapter 13.28(26)c(12), 13.28(27)c(2), 27.3(1)c(2), and 27.3(2)c(2) to reduce the number of practicum and internship hours required for Professional School Counselors and bring requirements into alignment with national standards**

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These are proposed changes to the number of practicum and internship hours for adding the K-8 and 5-12 Professional School Counselor endorsement to both an Iowa teaching license and an Iowa Professional Service License. Currently Iowa requires 500 hours at the K-8 level and 500 hours at the 5-12 level. This equates to approximately 12.5 weeks for each endorsement or 25 weeks for both. This significantly exceeds the required 100 hour practicum and 600 hour internship required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) who sets the national standards for counseling. These changes would bring Iowa into alignment with national standards and cease imposing an undue hardship on individuals seeking both endorsements.

The proposed changes were published in the November 11, 2015 edition of the Iowa Administrative Bulletin. A public hearing took place on December 2, 2015, with no attendees. The board received two public comments in support of the proposed changes; both are attached. The Administrative Rules Review Committee reviewed the proposed changes at its meeting on December 8, 2015, and had no questions at that time.

# EDUCATIONAL EXAMINERS BOARD[282]

## Notice of Intended Action

Twenty-five interested persons, a governmental subdivision, an agency or association of 25 or more persons may demand an oral presentation hereon as provided in Iowa Code section 17A.4(1)“b.”

Notice is also given to the public that the Administrative Rules Review Committee may, on its own motion or on written request by any individual or group, review this proposed action under section 17A.8(6) at a regular or special meeting where the public or interested persons may be heard.

Pursuant to the authority of Iowa Code section 272.2(1)“a,” the Board of Educational Examiners hereby gives Notice of Intended Action to amend Chapter 13, “Issuance of Teacher Licenses and Endorsements,” and Chapter 27, “Issuance of Professional Service Licenses,” Iowa Administrative Code.

The proposed amendments would change the number of practicum and internship hours required for a licensee to add the K-8 and 5-12 professional school counselor endorsement to both an Iowa teaching license and an Iowa professional service license. Currently, Iowa requires 500 hours at the K-8 level and 500 hours at the 5-12 level. This equates to approximately 12.5 weeks for each endorsement or 25 weeks for both. This significantly exceeds the required 100-hour practicum and 600-hour internship required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), which sets the national standards for counseling. The proposed changes would bring Iowa’s standards into alignment with national standards and cease the imposition of an undue hardship on individuals seeking both endorsements.

Any interested person may make written comments or suggestions on the proposed amendments before 4 p.m. on Friday, December 4, 2015. Written comments and suggestions should be addressed to Kim Cunningham, Board Secretary, Board of Educational Examiners, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa 50319-0147; or sent by e-mail to [kim.cunningham@iowa.gov](mailto:kim.cunningham@iowa.gov); or by fax to (515)281-7669.

Any interested party or persons may present their views either orally or in writing at the public hearing that will be held Wednesday, December 2, 2015, at 1 p.m. in Room 3SW, Grimes State Office Building, East 14th Street and Grand Avenue, Des Moines, Iowa.

At the hearing, persons will be asked to give their names and addresses for the record and to confine their remarks to the subject of the proposed amendments. Persons who wish to make oral presentations at the public hearing may contact the Executive Director, Board of Educational Examiners, at the above address, or at (515)281-5849, prior to the date of the public hearing.

Any person who intends to attend the public hearing and requires special accommodations for specific needs, such as a sign language interpreter, should contact the office of the Executive Director at (515)281-5849.

These amendments are subject to waiver pursuant to 282—Chapter 6.

After analysis and review of this rule making, there is no anticipated impact on jobs.

These amendments are intended to implement Iowa Code section 272.2(1)“a.”

The following amendments are proposed.

ITEM 1. Amend subparagraph 13.28(26)“c”(12) as follows:

(12) Teaching and counseling practicum. ~~The school counselor demonstrates competency in conducting classroom sessions with elementary and middle school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group counseling, developmental classroom guidance, and consultation. The candidate will complete a preservice supervised practicum of a minimum of 100 hours, and at least 40 of these hours must be direct service. Candidates will complete a supervised internship for a minimum~~

of 600 hours, and at least 240 of these hours must be direct service. For candidates seeking both the K-8 and 5-12 professional school counselor endorsements, a minimum of 100 hours of the practicum or internship experiences listed above must be completed at each of the desired endorsement levels.

ITEM 2. Amend subparagraph 13.28(27)“c”(2) as follows:

(2) The teaching and counseling practicum. ~~The school counselor demonstrates competency in conducting classroom sessions with middle and secondary school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group work, developmental classroom guidance, and consultation. The candidate will complete a preservice supervised practicum and an internship that meet the requirements set forth in 13.28(26)“c”(12).~~

ITEM 3. Amend subparagraph 27.3(1)“c”(2) as follows:

(2) The teaching and counseling practicum. ~~The school counselor demonstrates competency in conducting classroom sessions with elementary and middle school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group counseling, developmental classroom guidance, and consultation. The candidate will complete a preservice supervised practicum and an internship that meet the requirements set forth in 282—subparagraph 13.28(26)“c”(12).~~

ITEM 4. Amend subparagraph 27.3(2)“c”(2) as follows:

(2) The teaching and counseling practicum. ~~The school counselor demonstrates competency in conducting classroom sessions with middle and secondary school students. The practicum consisting of a minimum of 500 contact hours provides opportunities for the prospective counselor, under the supervision of a licensed professional school counselor, to engage in a variety of activities in which a regularly employed school counselor would be expected to participate including, but not limited to, individual counseling, group work, developmental classroom guidance, and consultation. The candidate will complete a preservice supervised practicum and an internship that meet the requirements set forth in 282—subparagraph 13.28(26)“c”(12).~~



**Department of  
Leadership and Counseling**

Education Building 123  
3206 University Avenue  
Des Moines, Iowa 50311-4505

T 515-271-2054

F 515-271-2233

1-800-44-DRAKE(37253) x2054

[www.drake.edu/soe](http://www.drake.edu/soe)

November 19, 2015

Darcy Hathaway  
Board of Educational Examiners  
Grimes State Office Building  
400 East 14th St.  
Des Moines, Iowa 50319-0147

Dear Ms. Hathaway:

We are writing in support of the proposed changes in the rules with respect to the total hours requirements for practicum and internship experiences in the licensing of school counselors in Iowa. The Drake University Counselor Education program, School Counseling specialization is accredited by the Iowa Department of Education and The Council for Accreditation of Counseling & Related Educational Programs (CACREP), a CHEA-recognized accreditor of counseling programs in the United States. The program faculty have reviewed the proposed changes in Iowa Code section 272.2(1)"a," Chapter 13, "Issuance of Teacher Licenses and Endorsements," and Chapter 27, "Issuance of Professional Service Licenses," in Iowa Administrative Code. The proposed changes reflect national accreditation standards and will make the programs more compatible with other states.

Thank you very much for your support of counseling programs and the school counseling profession in Iowa. Please contact us if we can provide any additional information.

Sincerely,

Dr. Bengu Erguner-Tekinalp, Associate Professor; Drake University Counselor Education Program Coordinator

Dr. Wade Leuwerke, Associate Professor; Drake University Counselor Education Practicum and Internship Coordinator; Department Chair Leadership and Counseling

Dr. Matt Bruinekool, Assistant Professor; Director National Rehabilitation Institute

Dr. Robert Stensrud, Professor



**School of Applied Human Sciences**

Counseling, Family Studies, Gerontology, Interior Design, Textile & Apparel



November 30, 2015

RE: Professional School Counselor licensure rule change

Darcy Hathaway,

The UNI Counseling Program is a CACREP accredited program educating students in Clinical Mental Health and School Counseling. After reviewing the proposed changes to the Iowa School Counseling Licensure rules, the faculty of the UNI Counseling Program are in support of the changes as they align with national standards.

Kind regards,

A handwritten signature in blue ink, appearing to read "Kristin Meany-Walen".

Kristin Meany-Walen, PhD, LMHC, RPT  
Assistant Professor, Counseling Program  
University of Northern Iowa  
235 Latham Hall  
Cedar Falls, IA 50614



Administrative  
Rules  
Review  
Committee

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INTEROFFICE MEMORANDUM

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**TO:** D. T. Magee; Darcy Hathaway  
Board of Educational Examiners

**FROM:** Jack Ewing, Legal Counsel - Administrative Rules Review Committee

**SUBJECT:** Session delay: Licensure fees--\$4 increase, ARC 2229C

**DATE:** 12/09/2015

At its December 8, 2015 meeting, the Administrative Rules Review Committee voted to delay the effective date of ARC 2229C until the adjournment of the 2016 legislative session pursuant to Iowa Code § 17A.8(9). ARC 2229C increases all board licensure fees by \$4.

2015 Iowa Acts, HF 658, §52 transferred \$600,000 from the board to the Department of Education. The board anticipates increased expenses that will exceed existing revenue in future fiscal years if its revenues are not increased.

Committee members questioned whether it is appropriate for the board to respond to its current funding shortfall through such a fee increase, whether the board could further reduce expenses, and whether existing statutory language in Iowa Code § 272.10(2) requiring the board to deposit 25 percent of fees collected in the General Fund should be modified through legislative action.

This filing will go into effect upon the adjournment of the 2016 session of the General Assembly if the General Assembly does not take action relating to this filing.

Please contact me at 281-6048 if you would like to discuss this issue further.

ARRC agenda reference:

9:35 EDUCATIONAL EXAMINERS BOARD[282]

EDUCATION DEPARTMENT[281]"umbrella"

Licensure fees—\$4 increase, amendments to ch 12 [Filed ARC](#)

[2229C](#) .....11/11/15

804

## EDUCATIONAL EXAMINERS BOARD[282]

### Adopted and Filed

Pursuant to the authority of Iowa Code section 272.2(2), the Board of Educational Examiners hereby amends Chapter 12, "Fees," Iowa Administrative Code.

During the 2015 legislative session, the General Assembly passed 2015 Iowa Acts, House File 658, section 52, which transfers \$600,000 to the Department of Education from the Board of Educational Examiners in order to pay for the "I Have a Plan Iowa" software. The appropriation of these funds will leave the Board with a cash balance of approximately \$550,000 to start fiscal year 2016.

In light of these developments, the Board hereby adopts an amendment that increases all licensure fees by \$4. Raising the fees will provide the Board with additional dollars to rebuild the Board's cash reserves and enhance its revenue stream as the agency anticipates increased expenses that will exceed existing revenue in future fiscal years if revenues are not increased. The last time the Board raised fees was in 2005 when the Board raised typical licensure fees from \$60 to \$85.

Notice of Intended Action was published in the Iowa Administrative Bulletin as **ARC 2131C** on September 2, 2015. A public hearing took place on September 23, 2015. No one attended the public hearing. The Board received one written comment from the Iowa State Education Association in opposition to the amendment. This amendment is identical to that published under Notice of Intended Action.

This amendment is subject to waiver pursuant to 282—Chapter 6.

The Board of Educational Examiners adopted this amendment on October 9, 2015.

After analysis and review of this rule making, there is no anticipated impact on jobs.

This amendment is intended to implement Iowa Code section 272.2(2).

This amendment will become effective December 16, 2015.

The following amendment is adopted.

Amend **282—Chapter 12** as follows:

### CHAPTER 12 FEES

**282—12.1(272) Issuance of licenses, certificates, authorizations, and statements of professional recognition.** All application and licensure fees are nonrefundable. The fee for the issuance of a license, certificate, statement of professional recognition, or authorization shall be ~~\$85~~ \$89 unless otherwise specified below:

1. Class E emergency license shall be ~~\$150~~ \$154.
2. Paraeducator certificate shall be ~~\$40~~ \$44.
3. Behind-the-wheel authorization shall be ~~\$40~~ \$44.

**282—12.2(272) Fees for the renewal or extension of licenses, certificates, statements of professional recognition, and authorizations.** The fee for the renewal or extension of a license, certificate, statement of professional recognition, or authorization shall be ~~\$85~~ \$89 unless otherwise specified below:

1. The renewal of the paraeducator certificate shall be ~~\$40~~ \$44.
2. The renewal of the behind-the-wheel authorization shall be ~~\$40~~ \$44.
3. A one-year extension for renewal of a coaching authorization shall be ~~\$40~~ \$44.
4. A one-year extension of the initial license shall be ~~\$25~~ \$29. This extension may be issued if the applicant needs one additional year to meet the experience requirement for the standard license, but has met Iowa teaching standards, pursuant to rule 282—20.4(272).

5. A ~~\$25~~ \$29 fee for an extension of the initial administrator license, which may be issued instead of renewing the initial administrator license if the applicant verifies one of the criteria listed in 282—subrule

20.8(2).

**282—12.3(272) Evaluation fee.** Each application from an out-of-state institution for initial licensure shall include, in addition to the basic fee for the issuance of a license, a one-time nonrefundable ~~\$60~~ \$64 evaluation fee. Each application or request for a statement of professional recognition shall include a one-time nonrefundable ~~\$60~~ \$64 evaluation fee.

**282—12.4(272) Adding endorsements.**

**12.4(1) Fee for each added endorsement.** The fee for each additional endorsement to a license following the issuance of the initial license and endorsement(s) shall be ~~\$50~~ \$54. The fee for each additional endorsement added to a paraeducator certificate shall be ~~\$25~~ \$29.

**12.4(2) Fee for transcript review.** Applicants may ask the board of educational examiners to analyze transcripts if the applicant believes all requirements have been met. Applicants who request board of educational examiners transcript analysis shall be assessed a ~~\$60~~ \$64 transcript evaluation fee for each new endorsement requested. This fee shall be in addition to the fee for adding the endorsement.

**282—12.5(272) Duplicate licenses, authorizations, and statements of professional recognition.** The fee for the issuance of a duplicate practitioner's license, certificate, statement of professional recognition, or authorization shall be ~~\$15~~ \$19.

**282—12.6(272) Late fees.**

**12.6(1)** An additional fee of ~~\$25~~ \$29 per calendar month, not to exceed ~~\$150~~ \$174, shall be imposed if an application for renewal or conversion of a Class A, B, or E license or a statement of professional recognition (SPR) is submitted after the date of expiration of a practitioner's license. Waiver of the late fee will be granted only upon a showing of extraordinary circumstances rendering imposition of the fee unreasonable.

**12.6(2)** Failure to hold an endorsement. An additional fee of ~~\$25~~ \$29 per calendar month, not to exceed ~~\$150~~ \$174, shall be imposed if the practitioner holds a valid Iowa license, but does not hold an endorsement for the type of service for which the practitioner is employed.

**12.6(3)** Failure to hold valid Iowa license or authorization. An additional fee of ~~\$100~~ \$104 per calendar month, not to exceed ~~\$500~~ \$520, shall be imposed if the practitioner does not hold a valid Iowa license or authorization. The fee will begin to be assessed on the first day of the school year for which the practitioner is employed until the practitioner submits a completed application packet for the appropriate license. The penalty will enforce Iowa Code section 272.7. Waiver of the fee will be granted only upon a showing of extraordinary circumstances rendering imposition of the fee unreasonable.

**282—12.7(272)** No change.

**282—12.8(272) Portfolio review and evaluation fees.** The fee for review and evaluation of an applicant portfolio is set as follows:

**12.8(1)** For the professional education core, the portfolio review and evaluation fee shall be ~~\$500~~ \$504.

**12.8(2)** For content endorsement, the portfolio review and evaluation fee shall be ~~\$250~~ \$254.

**282—12.9(272)** No change.

These rules are intended to implement Iowa Code chapter 272.

[Filed 10/12/15, effective 12/16/15]

[Published 11/11/15]

EDITOR'S NOTE: For replacement pages for IAC, see IAC Supplement 11/11/15.

Administrative  
Rules  
Review  
Committee

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INTEROFFICE MEMORANDUM

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**TO:** Darcy Lane  
Board of Educational Examiners

**FROM:** Jack Ewing, Legal Counsel - Administrative Rules Review Committee

**SUBJECT:** Session delay: K-12 special education endorsement; specializations, ARC 1884C

**DATE:** 03/10/2015

At its March 6, 2015 meeting, the Administrative Rules Review Committee voted to delay the effective date of **ARC 1884C** until the adjournment of the **2016** legislative session. ARC 1884C establishes a new optional K-12 special education endorsement and new optional special education specializations. Existing endorsements and specializations are unaffected.

Committee members questioned whether adoption of a new, broad special education endorsement, even if optional, is appropriate, whether the holder of such an endorsement would be adequately trained to provide special education instruction, and whether students requiring special education instruction would be best served under these standards.

This filing will go into effect upon the adjournment of the **2016** session of the General Assembly if the General Assembly does not take action relating to this filing.

Please contact me at 281-6048 if you would like to discuss this issue further.

ARRC agenda reference:

**EDUCATIONAL EXAMINERS BOARD[282]**

EDUCATION DEPARTMENT[281]"umbrella"

K-12 special education endorsement; specializations, 14.2 Filed [ARC 1884C](#) ..... 2/18/15

1493

## EDUCATIONAL EXAMINERS BOARD[282]

### Adopted and Filed

Pursuant to the authority of Iowa Code section 272.2(1)“a,” the Board of Educational Examiners hereby amends Chapter 14, “Special Education Endorsements,” Iowa Administrative Code.

A committee of school administrators, special education teachers, Area Education Agency staff, Department of Education staff, and Board of Educational Examiners staff met over several months to examine possible changes to the existing special education endorsements. Based on recommendations from this committee, the Board set forth proposed amendments in a Notice of Intended Action published in the Iowa Administrative Bulletin on September 3, 2014, as **ARC 1602C**.

Under the proposed amendments, the K-12 Special Education endorsement would have replaced the current instructional strategist I and II endorsements. The newly created K-12 Special Education endorsement increases specific preparation requirements of special education teachers (both in general education and special education preparation), addresses the noncategorical delivery models of special education, and includes coverage of Iowa’s specific special education issues and practices.

A public hearing was held on September 24, 2014, with written comment accepted until September 26, 2014. Written comments received after September 26, 2014, were provided to the Board.

The Board received approximately 250 written comments on the proposed amendments. At the public hearing on September 24, 2014, 52 people signed in and 15 spoke in opposition to the proposed amendments. The primary themes of the public input were: (1) opposition to eliminating current endorsements and requiring currently licensed teachers to take necessary coursework to obtain the proposed K-12 endorsement, and (2) the breadth of the proposed K-12 endorsement.

Based on this input and in response to the expressed concern about the proposed amendments not allowing for the grandfathering-in of those currently licensed individuals who hold other special education endorsements, the Board has elected to make the K-12 Special Education endorsement an option but not a requirement. With the amendment adopted herein, no action is taken on the currently available endorsements (that is, the Board did not adopt the amendments proposed in Item 1 of the Notice). The amendment adopted by the Board adds a new endorsement, K-12 Special Education, and an option for individuals to add specializations. These specializations may only be added to a license with the new K-12 Special Education endorsement. Based on public comment, the Board has added new paragraph 14.2(11)“f” to create an optional specialization in learning disabilities.

There is an agencywide waiver provision available in 282—Chapter 6.

The Board of Educational Examiners adopted this amendment on January 15, 2015.

After analysis and review of this rule making, there is no anticipated impact on jobs.

This amendment is intended to implement Iowa Code section 272.2(1)“a.”

This amendment will become effective March 25, 2015.

The following amendment is adopted.

Adopt the following new subrules 14.2(10) and 14.2(11):

**14.2(10) K-12 special education.** This endorsement authorizes instruction in all K-12 special education programs without regard to the instructional model for all students identified with disabilities, except students with visual or hearing impairments. The applicant must present evidence of having completed coursework to meet the following program requirements.

a. Foundations of special education. To include cultural and instructional characteristics of students with disabilities, current issues, special education law, individualized education plans, history of special education, inclusive practices, and Iowa service delivery models.

b. Assessment, diagnosis and evaluation. To include diagnostic, formative, and summative assessments (both general and alternate), adaptive behavior skills, data usage in program decision making, and interpretation of standardized assessment.

c. Methods for teaching general education core curriculum. To include one course each in methods for elementary math and literacy.

d. Academic methods and strategies. To include evidence-based models for providing instructional methodologies, adaptation, accommodation and intensive interventions of the K-12 general education curriculum for students with disabilities (including concepts reflected in the Iowa Core essential elements for individuals with significant intellectual disabilities). The methodology for remediation of literacy and math skills must be included.

e. Preparation in research-based assessment and intervention practices. To include applied behavior analysis (ABA), behavior intervention planning (BIP), cognitive behavioral strategies (e.g., CBM, rational emotive education), de-escalation techniques (e.g., Mandt, CPI), functional behavioral assessment (FBA), and positive behavior interventions and supports (PBIS), in order to increase or promote language and communication development; emotional and social health; positive social interaction, personal satisfaction, and self-determination; decision-making skills; and independent functioning at school and home and in the community.

f. Collaborative and transition partnerships. To include awareness of the services, networks, and organizations available including transitional support K-12; preparation in working with parents and families, community agencies, service providers, and support staff including paraeducators; strategies for working with general classroom teachers and knowledge of the collaborative and consultative roles of special education teachers in the integration of individuals with disabilities into the general curriculum and classroom; and special emphasis on transitions of students to postsecondary environments.

g. Assistive/instructional technology. To include preparation in the use of assistive and instructional technology to assist students with moderate to significant disabilities to access the core curriculum and address compensatory or individualized needs, including accessible instructional materials.

h. Student teaching across all grade levels (K-12) with students with disabilities.

**14.2(11) *Special education specializations.*** Specializations allow the applicant to demonstrate expanded knowledge and skills with specific disability categories. The following specializations are not endorsements and are not required for specific assignments, but may be used by local school districts and nonpublic schools in specific settings. Specializations may be added to a teaching license by the completion of an additional 15 credit hours dedicated to the specialization beyond the special education endorsement requirements.

a. Intellectual disabilities: Fifteen credit hours of coursework dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with intellectual disabilities.

b. Autism spectrum disorders: Fifteen credit hours of coursework dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with autism spectrum disorders.

c. Behavioral/emotional disorders: Fifteen credit hours of coursework dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with behavior/emotional disorders.

d. Multiple disabilities: Fifteen credit hours of coursework dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with multiple disabilities.

e. Physical disabilities: Fifteen credit hours of coursework dedicated to characteristics, instructional methodology, assessment, and transition of K-12 students with physical disabilities.

f. Learning disabilities: Fifteen credit hours of coursework dedicated to characteristics, instructional

methodology, assessment, and transition of K-12 students with learning disabilities.

[Filed 1/27/15, effective 3/25/15]

[Published 2/18/15]

## NOTICE MEMO

**Date:** January 14, 2016

**To:** Board Members

**From:** Duane T. Magee, Executive Director

**RE:** Amend IAC 282 Chapter 13

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An endorsement revision workgroup comprised of early childhood educators, DE and BoEE consultants, and higher education faculty from two regents' institutions and two private institutions has been working for approximately 18 months on revising the coursework requirements for early childhood education to reflect national standards and the changing needs of Iowa children. The length of time dedicated to this process reflects the group's desire to wait for national standards revisions before moving forward. The following draft document outlines the following recommended revisions to the early childhood endorsement:

- Update the requirements for endorsement 100 (Birth-Grade 3 Inclusive) to reflect national standards for both regular education and special education students in early childhood inclusive settings
- Update the requirements for endorsement 103 (PK-K) to reflect national standards in early childhood education at a minimum of 18 semester hours
- Require that candidates for endorsement 103 must also have the 102 K-6 elementary classroom teacher endorsement (103 cannot be offered stand-alone)
- Eliminate endorsement 106 (which becomes redundant with the preceding recommendation). IHE programs that still offer 106 can instead offer the updated 103 endorsement with 102, or offer endorsement 100.

### **282—13.26 (272) Requirements for elementary endorsements.**

#### **13.26(1) Teacher—prekindergarten-kindergarten.**

*a. Authorization.* The holder of this endorsement is authorized to teach at the prekindergarten-kindergarten level. **Applicants for this endorsement must also hold the teacher – elementary classroom endorsement set forth in 13.26(5).**

*b. Content.* **Coursework must total a minimum of 18 semester hours and include the following:**

~~(1) Human growth and development: infancy and early childhood, unless completed as part of the professional education core.~~

~~(2) Curriculum development and methodology for young children.~~

~~(3) Child-family-school-community relationships (community agencies).~~

~~(4) Guidance of young children three to six years of age.~~

~~(5) Organization of prekindergarten-kindergarten programs.~~

~~(6) Child and family nutrition.~~

~~(7) Language development and learning.~~



~~(8) Kindergarten: programs and curriculum development.~~

(1) Child development and learning to include young children's characteristics and needs with an emphasis on cognitive, language, physical, social, and emotional development, both typical and atypical, the multiple interacting influences on early development, and the creation of environments that are healthy, respectful, supportive, and challenging for each and every child.

(2) Building family and community relationships to include understanding that successful early childhood education depends upon reciprocal and respectful partnerships with families, communities, and agencies, that these partnerships have complex and diverse characteristics, and that all families should be involved in their children's development and learning.

(3) Assessment in early childhood to include child observation, documentation, and data collection, the development of appropriate goals, the benefits and uses of assessment for curriculum and instructional strategies, the use of technology when appropriate for assessment and adaptations, and building assessment partnerships with families to positively influence the development of each and every child.

(4) Developmentally effective approaches to include understanding how positive relationships and supportive interactions are the foundation of working with young children and families, knowing and understanding a wide array of developmentally appropriate approaches including play and creativity, instructional strategies, and tools to connect with children and families, and reflecting on one's own practice to promote positive outcomes for each child.

(5) Content knowledge to build meaningful curriculum through the use of academic disciplines including language and literacy, the arts (music, drama, dance, and visual arts), mathematics, science, social studies, physical activity, and health for designing, implementing, and evaluating inquiry-based experiences that promote positive development and learning for each and every young child.

(6) Collaboration and professionalism to include involvement in the early childhood field, knowledge about ethical and early childhood professional standards, engagement in continuous collaborative learning to inform practice, reflective and critical perspectives on early childhood education, and informed advocacy for young children and the profession.

(7) Field experiences and opportunities to observe and practice in a variety of early childhood settings which must minimally include 40 hours a variety of preschool settings such as urban, rural, socioeconomic status, culturally diversity, program types, and program sponsorship.

(8) Historical, philosophical, and social foundations of early childhood education.

(9) Student teaching in a prekindergarten setting.

**13.26(2) Teacher—~~prekindergarten~~ birth through grade three *inclusive settings*.**

*a. Authorization.* The holder of this endorsement is authorized to teach children from birth through grade three *in inclusive settings*.

*b. Content.*

~~(1) Child growth and development with emphasis on cognitive, language, physical, social, and emotional development, both typical and atypical, for infants and toddlers, preprimary, and primary school children (grades one through three), unless combined as part of the professional education core.~~

~~(2) Historical, philosophical, and social foundations of early childhood education.~~

~~(3) Developmentally appropriate curriculum with emphasis on integrated multicultural and nonsexist content including language, mathematics, science, social studies, health, safety, nutrition, visual and expressive arts, social skills, higher thinking skills, and developmentally appropriate methodology, including adaptations for individual needs, for infants and toddlers, preprimary, and primary school children.~~

~~(4) Characteristics of play and creativity, and their contributions to the cognitive, language, physical, social and emotional development and learning of infants and toddlers, preprimary, and primary school children.~~

~~(5) Classroom organization and individual interactions to create positive learning environments for infants and toddlers, preprimary, and primary school children based on child development theory emphasizing guidance techniques.~~

~~(6) Observation and application of developmentally appropriate assessments for infants and toddlers, preprimary, and primary school children recognizing, referring, and making adaptations for children who are at risk or who have exceptional educational needs and talents.~~

~~(7) Home school community relationships and interactions designed to promote and support parent, family and community involvement, and interagency collaboration.~~

~~(8) Family systems, cultural diversity, and factors which place families at risk.~~

~~(9) Child and family health and nutrition.~~

~~(10) Advocacy, legislation, and public policy as they affect children and families.~~

~~(11) Administration of child care programs to include staff and program development and supervision and evaluation of support staff.~~

~~(12) Pre-student teaching field experience with three age levels in infant and toddler, preprimary, and primary programs, with no less than 100 clock hours, and in different settings, such as rural and urban, socioeconomic status, cultural diversity, program types, and program sponsorship.~~

~~(13) Student teaching experiences with two different age levels, one before kindergarten and one from kindergarten through grade three.~~

## **1. Promoting child development and learning and individual learning differences.**

a. Understand the nature of child growth and development for infants and toddlers (birth through age 2), pre-primary (age 3 through age 5) and primary school children (age 6 through age 8), both typical and atypical, in areas of cognition, language development, physical motor, social-emotional, mental health, aesthetics, and adaptive behavior, and how these impact development and learning in the first years of life, including the etiology, characteristics, and classifications of common disabilities in infants and young children, and specific implications for development and learning.

b. Recognize that children are best understood in the contexts of family, culture and society and that cultural and linguistic diversity, stress, risk factors, biological and environmental factors, family strengths, and trauma influence development and learning at all stages including pre-, peri, and post-natal development and learning. Communicate the importance of responsive care to a child's development of identity and sense of self.

c. Use developmental knowledge to create learning environments and classroom procedures that promote positive social interaction, active engagement, high expectations for learning, mutual respect, and self-regulation through individually appropriate expectations and positive guidance techniques for each and every child to meet their optimum potential regardless of proficiency. Implement and evaluate preventative and reductive strategies to address challenging behaviors. Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. Know how to intervene safely and appropriately with individuals in crisis.

d. Use both child-initiated and teacher-facilitated instructional methods, including strategies such as small and large group projects, play, systematic instruction, group discussion and cooperative decision making. Organize space, time, materials, peers, and adults to maximize progress in natural and structured environments. Embed learning opportunities in everyday routines, relationships, activities, and places. Understand the impact of social and physical environments on development and learning.

e. Engage in intentional practices and implement learning experiences that value diversity and demonstrates understanding that bias and discrimination impact development. Understand how language, culture, and family background influence and support the learning of each and every child.

## **2. Building Family and Community Relationships**

a. Build family and community relationships to include understanding that successful early childhood education depends upon reciprocal and respectful partnerships with families, communities, and agencies, that these partnerships have complex and diverse characteristics, and that all families should be involved in their children's development and learning.

b. Understand diverse family and community characteristics and how language, culture, and family background influence and support children's learning, and apply that knowledge to

develop, implement, and evaluate learning experience and strategies that respect and reflect the diversity of children and their families.

c. Understand how to apply theories and knowledge of dynamic roles and relationships within and between families, schools, and communities. Recognize how to adapt consistently to the expressed and/or observed strengths and needs of the family including two-way communication, and to support families' choices and priorities in the development of goals and intervention.

d. Understand how to coordinate with all (caregivers, professionals, and agencies) who provide care and learning opportunities for each and every child by developing a community of support for children and families through interagency collaboration to include agreements, referrals, and consultation.

### **3. Observing, Documenting, and Assessing to Support Young Children and Families**

a. Use technically sound formal and informal assessments that minimize bias and evaluation results to adapt and guide instruction. Demonstrate a range of appropriate assessment and evaluation strategies (e.g., family interview, observation, documentation, assessment instrument) to support individual strengths, interests, and needs.

b. Design curriculum, assessments, teaching, and intervention strategies that align with learner and program goals including the development of Individual Family Service Plans (IFSP) and Individualized Education Plans (IEP). Assist families in identifying resources, priorities, and concerns in relation to the child's development. Understand and utilize assessment partnerships with families and with professional colleagues to build effective learning environments. Understand the role of the family in the assessment process and support the choice they make (observer, participant, etc.). Participate as a team member to integrate assessment results in the development and implementation of individualized plans.

c. Understand and utilize observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. Implement authentic assessment based on observation of spontaneous play. Knowledge of alignment of assessment with curriculum, content standards, and local, state, and federal requirements. Assess progress in the developmental domains, play, and temperament.

d. Understand and utilize responsible assessments to promote positive outcomes for each and every child, including the use of assistive technology for children with disabilities. Use a variety of materials and contexts to maintain the interest of infants and young children in the assessment process.

e. Implement current educational, legal, and ethical guidelines when using assessment practices to support children's individual strengths, interests, and needs (e.g., cultural, linguistic, ability diversity).

### **4. Using Developmentally and Individually Effective Approaches to Connect with Children and Families**

- a. Understand positive relationships and supportive interactions as the foundation of their work with young children. Reflect on their own practice to promote positive outcomes for each and every child and family.
- b. Develop, implement, and evaluate individualized plans, including IFSPs and IEPs as a team leader with families and other professionals. Demonstrate appropriate and effective supports for children and families transitioning into and out of programs or classrooms. Seek and use additional resources and/or agencies outside the program/school when needed to effectively facilitate the learning and social/emotional development of each and every child.
- c. Plan, develop, implement, and evaluate integrated learning experiences for home-, center- and school-based environments for infants, toddlers, preprimary and primary children, their families, and other care providers based on knowledge of individual children, the family, and the community. Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments. Develop adaptations and accommodations for infants, toddlers, preprimary, and primary children to meet their individual needs. Use a broad repertoire of developmentally and individually appropriate teaching/learning approaches and effective strategies and tools for early education including appropriate uses of technology. Facilitate child-initiated development and learning.
- d. Consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. Use teacher-scaffolded and initiated instruction to complement child-initiated learning. Link development, learning experiences, and instruction to promote educational transitions. Use individual and group guidance and problem-solving techniques to develop supportive relationships with and among children. Use strategies to teach social skills and conflict resolution.
- e. Implement basic health, nutrition, and safety management procedures including the design of physically and psychologically safe and healthy indoor and outdoor environments to promote development and learning. Recognize signs of emotional distress, physical and mental abuse and neglect in young children and understand mandatory reporting procedures. Demonstrate proficiency in infant-child cardiopulmonary resuscitation, emergency procedures and first aid.
- f. Understand principles of administration, organization, and operation of programs for children from birth to age 8 and their families, including staff and program development, supervision, evaluation of staff, and continuing improvement of programs and services. Employ adult learning principles in consulting and training family members and service providers.
- g. Ability to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities and diverse abilities in meaningful learning activities and social interactions.

## **5. Using Content Knowledge to Build Meaningful Curriculum**

- a. Develop and implement appropriate current research-supported learning experiences with a focus on the developmental domains, play, temperament, language and literacy to include first (home) and second language acquisition, mathematics, science, the arts (music, visual art, and drama), physical activity, health and safety, social studies, social skills, higher-thinking skills,

and developmentally and individually appropriate methodology. Methods courses are required for the following areas: literacy, mathematics, social studies, science, physical education and wellness, and visual and performing arts.

b. Use the Iowa Early Learning Standards and the Iowa Core with information from ongoing child observations and assessments to plan, implement, and evaluate appropriate instruction that improves academic and developmental progress of each and every child including those with IFSPs/IEPs.

c. Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities (diverse abilities).

d. Modify general and specialized curricula to make them accessible to individuals with exceptionalities (diverse abilities). Develop adaptations and accommodations for infants, toddlers, preprimary, and primary children to meet their individual needs.

## **6. Professional Responsibilities**

a. Demonstrate awareness of early childhood program criteria including the following: NAEYC, Iowa Early Learning Standards, Head Start Performance Standards, and IQPPS.

b. Collaborate with supervisors, mentors, and colleagues to enhance professional growth within and across disciplines to inform practice including the use of data for decision making, and understand how to design and implement a professional development plan based on student achievement, self, peer, and supervisory evaluation and recommended practices.

c. Understand the significance of lifelong learning and participate in professional activities and learning communities. Participate in activities of professional organizations relevant to early childhood regular education, special education, and early intervention.

d. Use relevant national and state professional guidelines (national, state, or local), state curriculum standards, and current trends for content, outcomes, and to inform and improve practices for young children and their families.

e. Adhere to state and national professional and ethical principles, practices, and codes.

f. Advocate for developmentally and individually appropriate practice, demonstrates awareness of issues that affect the lives of each and every child, and demonstrates necessary communication skills.

g. Understand historical, philosophical foundational knowledge. Current issues, and legal basis of services influence professional practice in early childhood, early intervention, early childhood special education, general and regular education at the K-3 age groups. Understand trends and issues in early childhood education, early childhood special education, and early intervention.

- h. Provide guidance and direction to paraeducators, tutors, and volunteers.

## 7. Early Childhood Field Experiences

- a. Pre-student teaching field experiences must comprise a minimum of 100 clock hours to include at least 20 hours working with each age group (infants and toddlers, preprimary, and primary).
- b. Experiences working in at least three settings that offer early childhood education such as child care centers and family child care homes, school-based preschool, community agencies, or home visiting programs.
- c. Experiences working with children who have a range of abilities and disabilities and who reflect diverse family systems and other differentiating factors such as urban and rural, socio-economic status, and cultural and linguistic diversity.
- d. Complete a supervised student teaching experience in at least two different settings including homes, state-accredited centers, or classrooms which include both children with and without disabilities in two of three age levels: infant and toddler, preprimary, and primary.

### References

All competencies provided by these resources were included:

Early Childhood Iowa. (2009). *Early Childhood Iowa Teacher Essential Competencies – Level Two*. Retrieved from [http://www.state.ia.us/earlychildhood/state\\_system/ECI\\_comp\\_wrkgtps/pro\\_dev/group\\_products\\_resources.html](http://www.state.ia.us/earlychildhood/state_system/ECI_comp_wrkgtps/pro_dev/group_products_resources.html) Please note this set also includes the NAEYC Standards

NAEYC. (2010). *Standards for Initial and Advanced Personnel Preparation Programs*.  
[https://www.naeyc.org/ncate/files/ncate/NAEYC%20Initial%20and%20Advanced%20Standards%2010\\_2012.pdf](https://www.naeyc.org/ncate/files/ncate/NAEYC%20Initial%20and%20Advanced%20Standards%2010_2012.pdf)

Some, not all, competencies were included from these national and state resources:

Alliance for A Better Community. (2012). Dual language learner teacher competencies report. Retrieved from <http://www.buildinitiative.org/Portals/0/Uploads/Documents/DualLanguageLearnerTeacherCompetenciesReport.pdf>

CEC. (2012). *CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set*. Retrieved from <https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation/CEC-Initial-and-Advanced-Specialty-Sets>

Early Childhood Iowa. (2014). *Family Support Direct Worker Competencies*. Retrieved from [http://www.state.ia.us/earlychildhood/files/state\\_system/professional\\_development/1-27-14\\_DirectWorkerCompetencies.pdf](http://www.state.ia.us/earlychildhood/files/state_system/professional_development/1-27-14_DirectWorkerCompetencies.pdf)

Other key documents included:

Early Childhood Iowa. (ND). *Early Childhood Cultural Competencies*. Retrieved from [http://www.state.ia.us/earlychildhood/files/state\\_system/governance\\_planning/IowaECI\\_CulturalCompetenciesFinal.pdf](http://www.state.ia.us/earlychildhood/files/state_system/governance_planning/IowaECI_CulturalCompetenciesFinal.pdf)

Multiple surveys to Iowa school districts regarding hiring and placements.

DTM/JT

Cunningham, Kim [BOEE]

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**Subject:** FW: Iowa Division for Early Childhood Response to Revised ED100  
**Attachments:** mary\_donegan-ritter.vcf

**From:** Tubbs, Joanne [BOEE]  
**Sent:** Thursday, November 05, 2015 10:13 AM  
**To:** Cunningham, Kim [BOEE] <Kim.Cunningham@iowa.gov>; Lane, Darcy [BOEE] <Darcy.Lane@iowa.gov>; Magee, DT [BOEE] <Duane.Magee@iowa.gov>  
**Subject:** FW: Iowa Division for Early Childhood Response to Revised ED100

**From:** Mary Donegan-Ritter [<mailto:mary.donegan-ritter@uni.edu>]  
**Sent:** Friday, October 30, 2015 2:39 PM  
**To:** Tubbs, Joanne [BOEE] <[Joanne.Tubbs@iowa.gov](mailto:Joanne.Tubbs@iowa.gov)>; Schnurr, Melissa [IDOE] <[Melissa.Schnurr@iowa.gov](mailto:Melissa.Schnurr@iowa.gov)>  
**Cc:** [susanmaude@aol.com](mailto:susanmaude@aol.com)  
**Subject:** Iowa Division for Early Childhood Response to Revised ED100

We thank you for your time and effort in revising the Iowa Endorsement 100 (ED100). We appreciate the attention given to the concerns our organization raised in a letter written May 2013. In particular, we recognize that the revised standards incorporate a greater number of recommendations from key national standards and organizations. In addition, more emphasis is given to the Birth to age three age span in order to incorporate family centered practices and routine-based interventions in natural environments.

As an organization we support the goal of the ED 100 to provide the necessary skills and competencies for teachers to work with children in inclusive early childhood settings or classrooms from Birth to Grade 3. We share the concerns of many across the country that the wide age span of this endorsement is challenging for IHEs to provide a strong foundation in early childhood education, elementary education, special education (K-3), and early childhood special education for bachelor level teachers. Ongoing mentoring and continued professional development is needed to provide new teachers with the content and competencies needed to work effectively with all infants, toddlers, preschoolers, kindergarten through third grade and their families. Educators with ED 100 will need ongoing support in the form of consultation with transdisciplinary team members to address severe and low incidence disabilities and mentoring on a teaming approach for developing IFSPs and IEPs for children with identified diverse abilities.

We believe that the revised ED 100 provides early childhood teachers and those serving in the educator role outside of schools with the skills needed to work as home-based early interventionists only if they have a student teaching experience in the birth to age 3 range supervised by an experienced Early ACCESS teacher. We assert the need for all ED 100 students to have a field experience which requires home visits with a family of a child with diverse abilities. These qualifiers should be added to Section 7 Field Experience.



We recommend that the BOEE consider engaging with IHEs to advise students to add to the ED100 through age span specializations (i.e., ED 262, Instructional Strategist 1 or 2). We urge the BOEE to move forward in revising and updating the ED 262 endorsement, and consider changing the title to better reflect specialization in the Birth to age 5 age span.

Mary Donegan-Ritter (on behalf of the Governing Board of Iowa DEC)

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319-273-7279  
319-273-7279

## NOTICE MEMO

**Date:** January 14, 2016

**To:** Board Members

**From:** Duane T. Magee, Executive Director

**RE:** Amend IAC 282 Chapter 22

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The first proposed change will also allow us to issue the authorization on the Paraeducator certificate, which will clarify the limitations of a Paraeducator who applies for a substitute authorization and remove the requirement for a separate renewal. The second proposed change lengthens the substitute authorization to five years to mirror our other license types.

**282—22.2 (272) Substitute authorization.** A substitute authorization allows an individual to substitute in grades PK-12 for no more than 5 consecutive days and no more than 10 days in a 30-day period in one job assignment for a regularly assigned teacher who is absent, except in the driver's education classroom.

A school district administrator may file a written request with the board for an extension of the 10-day limit in one job assignment on the basis of documented need and benefit to the instructional program. The licensure committee will review the request and provide a written decision either approving or denying the request. An individual who holds a paraeducator certificate without a bachelor's degree and completes the substitute authorization program is authorized to substitute only in the special education classroom in which the individual paraeducator is employed. **For these individuals, the authorization will appear on the paraeducator certificate and will not require separate renewal requirements.**

**22.2(1) Application process.** Any person interested in the substitute authorization shall submit records of credit to the board of educational examiners for an evaluation in terms of the required courses or contact hours. Application materials are available from the office of the board of educational examiners, online at <http://www.boee.iowa.gov/> or from institutions or agencies offering approved courses or contact hours.

*a. Requirements.* Applicants for the substitute authorization shall meet the following requirements:

*b. Validity.* The substitute authorization shall be valid for ~~three~~ **five** years.

DTM/jt

## NOTICE MEMO

**Date:** January 14, 2016

**To:** Board Members

**From:** Duane T. Magee, Executive Director

**RE:** Amend IAC 282 Chapter 24 – Paraeducator area of concentration

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A committee of Paraeducator Preparation Program staff members, Department of Education staff, and Board of Educational Examiners staff met over several months to examine possible changes to the Early Childhood Paraeducator area of concentration. If the proposal is adopted, it would replace the current Early Childhood Paraeducator area of concentration.

### 24.4(1)

*Early childhood—prekindergarten through grade 3.* The paraeducator shall successfully complete the following list of competencies ~~so that, under the direction and supervision of a qualified classroom teacher, the paraeducator will be able to:~~

~~a. Reinforce skills, strategies, and activities involving individuals or small groups.~~

~~b. Participate as a member of the team responsible for developing service plans and educational objectives for parents and their children.~~

~~c. Listen to and communicate with parents in order to gather information for the service delivery team.~~

~~d. Demonstrate knowledge of services provided by health care providers, social services, education agencies, and other support systems available to support parents and provide them with the strategies required to gain access to these services.~~

~~e. Demonstrate effective strategies and techniques to stimulate cognitive, physical, social, and language development in the student.~~

~~f. Gather information as instructed by the classroom teacher about the performance of individual children and their behaviors, including observing, recording, and charting, and share information with professional colleagues.~~

~~g. Communicate and work effectively with parents and other primary caregivers.~~

a. Foundations: Under the supervision of a licensed education professional the paraeducator will:

1. Know and understand young children's typical and atypical developmental stages, and needs at each stage.
2. Recognize multiple influences on young children's development and learning.
3. Recognize developmentally appropriate practices for interactions and education of young children.

*b.* Learning environment: Under the supervision of a licensed education professional the paraeducator will:

1. Describe the elements of environments that support children's learning and well-being.
2. Demonstrate skills, strategies, and activities involving individuals or small groups to reinforce instruction from a licensed teacher.
3. Set up environments that are safe, inclusive, and responsive to children's developmental strengths, interests and needs.

*c.* Content and instruction: Under the supervision of a licensed education professional the paraeducator will:

1. Recognize effective strategies and techniques to stimulate cognitive, physical, social, emotional, and language development for each child-student in a developmentally appropriate way.
2. Know and understand the Iowa Early Learning Standards by describing what young children know and do in order to provide experiences and interactions to promote learning.
3. Gather information as instructed by the classroom teacher about individual children's development, learning and behaviors including observing, recording, and charting.

*d.* Emotional and behavioral: Under the supervision of a licensed education professional the paraeducator will:

1. Gather information as instructed by the classroom teacher to identify children's skills to provide appropriate levels of support needed for them to access, participate and engage in activities.
2. Implement teacher designed intervention plans to promote positive social relationships, interactions and behaviors that are age and developmentally appropriate.

*e.* Professional Relationships: Under the supervision of a licensed education professional the paraeducator will:

1. Demonstrate the ability to collaborate with educational team to systematically and regularly exchange information to support problem solving, planning, and implementing instruction and individualized interventions.
2. Demonstrate the ability to establish relationships with children and their families that are respectful, supportive and sensitive to all families.
3. Demonstrate a collaborative relationship with the teacher to support children's learning.

4. Demonstrate knowledge of community services and agencies available to assist families.

f. Ethical and Professional practice: Under the supervision of a licensed education professional the paraeducator will:

1. Demonstrate knowledge of Iowa Early Learning Standards and the preschool program standards being implemented which may be Iowa's quality Preschool Program Standards, Head Start Program Performance Standards and NAEYC Program Standards and Accreditation Criteria.

## DISCUSSION MEMO

**Date:** January 14, 2016

**To:** Board Members

**From:** Duane T. Magee, Executive Director

**RE:** Ethics Training as a requirement for standard licensure and professional administrator license

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One of the paramount goals of the Board is to create clear guidelines and expectations for code of conduct and ethics education for educators. This series of revised changes will allow educators to complete current and relevant training as a condition of transitioning from an initial to a standard license or authorization. Authorizations not listed below already include ethics training as a requirement. Chapter 272.2 also states that the board shall provide this training to any person who holds a license, certificate, authorization, or statement of professional recognition.

**282—13.7(272) Specific requirements for a standard license.** A standard license valid for five years may be issued to an applicant who:

1. Meets the general requirements set forth in subrule 13.5(1), and
2. Shows evidence of successful completion of a state-approved mentoring and induction program by meeting the Iowa teaching standards as determined by a comprehensive evaluation and two years' successful teaching experience. In lieu of completion of an Iowa state-approved mentoring and induction program, the applicant must provide evidence of three years' successful teaching experience in an Iowa nonpublic school or three years' successful teaching experience in an out-of-state K-12 educational setting; and

3. Provides documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners. The training must be completed after the issuance of the initial license and be no more than three years old at the time of application. Approved training will consist of the following:

- a. The Iowa Code of Professional Conduct and Ethics set forth in 282-25 (272) and the Code of Rights and Responsibilities set forth in 282-26 (272) to include any relevant legislative updates.

- b. The Model Code of Ethics for Educators as a national framework for professional responsibility and uniform guidance, centered on the principles which define the critical dimensions of ethical practice expected of the professional educator.

- c. Ethical best practices, educator mindfulness, self-reflection and decision-making; setting the groundwork for self-regulation and self-accountability through interactive, authentic scenarios to include determining risk.

- d. Research-based training that consists of a minimum of four hours and which includes an approved comprehensive assessment.

**282—18.5 (272) Specific requirements for a professional administrator license.** A professional administrator license valid for five years may be issued to an applicant who does all of the following:

**18.5(3)** Completes one year of administrative experience in an Iowa public school and completes the administrator mentoring program while holding an administrator license, or successfully completes two years of administrative experience in a nonpublic or out-of-state school setting, and provides documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners. The training must be completed after the issuance of the initial license and be no more than three years old at the time of application.

**22.7(5) Specific requirements for a standard school administration manager authorization.** The initial school administration manager authorization shall be converted to the standard school administration manager authorization provided the following requirements are met.

*a. Training.*

(1) A school administration manager shall attend an approved training program at the onset of the individual's hire as a school administration manager. The training for school administration managers is set forth in 281—subrule 82.7(2) and

(2). Complete a of a code of professional conduct and ethics training approved by the Board of Educational Examiners. The training must be completed after the issuance of the initial school administration manager authorization and be no more than three years old at the time of application.

**27.2(2) Standard professional service license.** A standard professional service license valid for five years may be issued to an applicant who:

*a.* Completes requirements listed under 27.2(1) “*a*” to “*d*.”

*b.* Shows evidence of successful completion of a state-approved mentoring and induction program by meeting the Iowa standards as determined by a comprehensive evaluation and two years' successful service experience in an Iowa public school. In lieu of completion of an Iowa state-approved mentoring and induction program, the applicant must provide evidence of three years' successful service area experience in an Iowa nonpublic school or three years' successful service area experience in an out-of-state K-12 educational setting.

*c.* Meets the recency requirement of 282—subparagraph 13.5(2) “*b*”(4).

*d.* Provides documentation of completion of a code of professional conduct and ethics training approved by the Board of Educational Examiners. The training must be completed after the issuance of the initial license and be no more than three years old at the time of application.

DTM/JT

## DISCUSSION MEMO

**Date:** January 14, 2016

**To:** Board Members

**From:** Duane T. Magee, Executive Director

**RE:** Amend IAC 282 Chapter 18 Administrator temporary permits and administrator experience

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The following revisions represent clean-up language (temporary permits), an adjustment of the experience requirement to reflect the same language as used for superintendents, and striking language that included different endorsements and requirements for out-of-state applicants.

**282—18.1 (272) All applicants desiring an Iowa administrator license.**

**18.1(1) Administrator licenses.** Administrator licenses are issued upon application filed on a form provided by the board of educational examiners and upon completion of the background check requirements set forth in rule 282—13.1(272).

**18.1(2) Temporary permits.** ~~The executive director may issue a temporary permit to an applicant for any type of license, certification, or authorization issued by the board, after receipt of a fully completed application, including certification from the applicant of completion of the Praxis II examination, if required; determination that the applicant meets all applicable prerequisites for issuance of the license, certification, or authorization; and satisfactory evaluation of the Iowa criminal history background check.~~

~~The temporary permit shall serve as evidence of the applicant's authorization to hold a position in Iowa schools, pending the satisfactory completion of the national criminal history background check and the board's receipt of verification of completion of the Praxis II examination. The temporary permit shall expire upon issuance of the requested license, certification, or authorization or 90 days from the date of issuance of the permit, whichever occurs first, unless the temporary permit is extended upon a finding of good cause by the executive director.~~

The executive director may issue a temporary permit to an applicant for any type of license, certification, or authorization issued by the board, after receipt of a fully completed application; determination that the applicant meets all applicable prerequisites for issuance of the license, certification, or authorization; and satisfactory evaluation of the Iowa criminal history background check. The temporary permit shall serve as evidence of the applicant's authorization to hold a position in Iowa schools, pending the satisfactory completion of the national criminal history background check. The temporary permit shall expire upon issuance of the requested license, certification, or authorization or 90 days from the date of issuance of the permit, whichever occurs first, unless the temporary permit is extended upon a finding of good cause by the executive director.

**18.4(4) Specific requirements for an initial administrator license for applicants who have completed a professional service endorsement.** An initial administrator license valid for one year may be issued to an applicant who:



- a. Is the holder of an Iowa professional service license; and
- b. Has three years of experience in an educational setting in the professional service endorsement area, **or three years of professional service and administrative experience, provided that at least two years are professional service experience and one year is administrative experience, all while holding a valid license**; and
- c. Has completed a state-approved PK-12 principal and PK-12 supervisor of special education program (see subrule 18.9(1)); and
- d. Is assuming a position as a PK-12 principal and PK-12 supervisor of special education (see subrule 18.9(1)) for the first time or has one year of out-of-state or nonpublic administrative experience; and
- e. Has completed the required coursework in human relations, cultural competency, diverse learners and reading instruction set forth in 281—subrules 79.15(2) and 79.15(3); and
- f. Has completed the professional education core in 281—paragraphs 79.15(5) “b” to “k”; and
- g. Has completed an evaluator approval program.

**282—18.8 (272) Specific requirements for a Class B license.** A nonrenewable Class B license valid for two years may be issued to an individual under the following conditions:

**18.8(1) Endorsement in progress.** The individual has a valid Iowa teaching license but is seeking to obtain an administrator endorsement. A Class B license may be issued if requested by an employer and the individual seeking this endorsement has completed at least 75 percent of the requirements leading to completion of all requirements for this endorsement.

**18.8(2) Experience requirement.**

a. *Principal endorsement.* For the principal endorsement, ~~three years of teaching experience must have been met before application for the Class B license~~ **the applicant must meet the experience requirement set forth in 282-18.9(1)c(1).**

b. *Superintendent endorsement.* For the superintendent endorsement, ~~three years of teaching experience and three years as a building principal or other PK-12 districtwide or intermediate agency experience are acceptable for becoming a superintendent, and must have been met before application for the Class B license~~ **the applicant must meet the experience requirement set forth in 18.10(3).**

**282—18.9 (272) Area and grade levels of administrator endorsements.**

**18.9(1) PK-12 principal and PK-12 supervisor of special education.**

c. *Other.*

(1) The applicant must have had three years of teaching experience at the early childhood through grade twelve level while holding a valid license, **or three years of teaching and administrative experience, provided that at least two years are teaching experience and one year is administrative experience, all while holding a valid license.**

(2) Graduates from out-of-state institutions who are seeking initial Iowa licensure and the PK-12 principal and PK-12 supervisor of special education endorsement must meet the **coursework** requirements for ~~the standard~~ **an Iowa teaching** license in addition to the experience requirements.

~~**18.9(2) PK-8 principal—out of state applicants.** This endorsement is only for applicants from out-of-state institutions.~~

*a. Authorization.* The holder of this endorsement is authorized to serve as a principal of programs serving children from birth through grade eight.

*b. Program requirements.*

(1) Degree—master's.

(2) Content: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements.

1. Knowledge of early childhood, elementary, and early adolescent level administration, supervision, and evaluation.

2. Knowledge and skill related to early childhood, elementary, and early adolescent level curriculum development.

3. Knowledge of child growth and development from birth through early adolescence and developmentally appropriate strategies and practices of early childhood, elementary, and early adolescence, to include an observation practicum.

4. Knowledge of family support systems, factors which place families at risk, child care issues, and home-school-community relationships and interactions designed to promote parent education, family involvement, and interagency collaboration.

5. Knowledge of school law and legislative and public policy issues affecting children and families.

6. Planned field experiences in early childhood and elementary or early adolescent school administration.

7. Completion of evaluator training component.

8. Competencies: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. A school administrator is an educational leader who promotes the success of all students by accomplishing the following competencies.

- Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.

- Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources.

- Acts with integrity, fairness, and in an ethical manner.

- Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.

*c. Other.* The applicant must have had three years of teaching experience at the early childhood through grade eight level while holding a valid license.

**18.9(3) 5-12 principal—out of state applicants.** This endorsement is only for applicants from out-of-state institutions.

*a. Authorization.* The holder of this endorsement is authorized to serve as a principal in grades five through twelve.

*b. Program requirements.*

(1) Degree—master's.

(2) Content: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements.

1. Knowledge of early adolescent and secondary level administration, supervision, and evaluation.
  2. Knowledge and skill related to early adolescent and secondary level curriculum development.
  3. Knowledge of human growth and development from early adolescence through early adulthood, to include an observation practicum.
  4. Knowledge of family support systems, factors which place families at risk, and home-school community relationships and interactions designed to promote parent education, family involvement, and interagency collaboration.
  5. Knowledge of school law and legislative and public policy issues affecting children and families.
  6. Planned field experiences in early adolescence or secondary school administration.
  7. Completion of evaluator training component.
  8. Competencies: Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. A school administrator is an educational leader who promotes the success of all students by accomplishing the following competencies:
    - Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
    - Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff professional growth.
    - Ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
    - Collaborates with families and community members, responds to diverse community interests and needs, and mobilizes community resources.
    - Acts with integrity, fairness, and in an ethical manner.
    - Understands, responds to, and influences the larger political, social, economic, legal, and cultural context.
- c. Other.* The applicant must have had three years of teaching experience at the secondary level (5-12) while holding a valid license.

## **282—18.11 (272) Director of special education of an area education agency.**

### **18.11(2) Program requirements.**

*d. Experience.* An applicant must have three years of administrative experience as a PK-12 principal or PK-12 supervisor of special education **meet the experience requirement set forth in 18.10(3).**

## DISCUSSION MEMO

**Date:** January 14, 2016

**To:** Board Members

**From:** Duane T. Magee, Executive Director

**RE:** Amend IAC 282 Chapter 13

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The first set of proposed changes will allow applicants from another state who have met the assessment requirements in their state and successfully taught for at least three years in their state to be exempt from the Iowa assessment requirements. There is also language added to reflect a minimum grade standard for coursework related to licensure eligibility.

The second set of proposed changes will provide clarity regarding the student teaching requirement for the elementary education endorsement, clarity regarding field placements and practicum experiences for adding endorsements, and the minimum grade standard for coursework related to adding an endorsement.

### **282—13.5 (272) Teacher licenses.**

#### **13.5(2) *Applicants from non-Iowa institutions.***

*b.* In addition to the requirements set forth in subrule 13.5(1), applicants from non-Iowa institutions:

- (1) Shall submit a copy of a valid or expired regular teaching certificate or license exclusive of a temporary, emergency or substitute license or certificate.
- (2) Shall provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education if the teacher preparation program was completed on or after January 1, 2013, and the applicant has verified less than three years of valid out-of-state teaching experience. If the teacher preparation program was completed prior to January 1, 2013, or if the applicant has verified three years of valid out-of-state teaching experience, the applicant must provide verification of successfully passing the mandated assessment(s) in the state in which the applicant is currently licensed (or verify highly qualified status) or must provide verification of successfully passing the Iowa-mandated assessment(s) by meeting the minimum score set by the Iowa department of education.
- (3) Shall provide an official institutional transcript(s) to be analyzed for the requirements necessary for Iowa licensure. An applicant must have completed at least 75 percent of the coursework as outlined in 281—subrules 79.15(2) to 79.15(5) and an endorsement requirement through a two- or four-year institution in order for the endorsement to be included on the license. An applicant who has not completed at least 75 percent of the coursework for at least one of the basic Iowa teaching endorsements completed will not be issued a license. Applicants seeking a board of educational examiners' transcript review must have achieved a C- grade or higher in the courses that will be considered for licensure.

**13.26(4) Teacher—elementary classroom.** These requirements will sunset on August 31, 2015.

*a. Authorization.* The holder of this endorsement is authorized to teach in kindergarten and grades one through six.

*b. Content.*

(1) Child growth and development with emphasis on the emotional, physical and mental characteristics of elementary age children, unless completed as part of the professional education core.

(2) Methods and materials of teaching elementary language arts.

(3) Methods and materials of teaching elementary reading.

(4) Elementary curriculum (methods and materials).

(5) Methods and materials of teaching elementary mathematics.

(6) Methods and materials of teaching elementary science.

(7) Children's literature.

(8) Methods and materials of teaching elementary social studies.

(9) Methods and materials in two of the following areas:

1. Methods and materials of teaching elementary health. 2. Methods and materials of teaching elementary physical education.

3. Methods and materials of teaching elementary art.

4. Methods and materials of teaching elementary music.

(10) Pre-student teaching field experience in at least two different grades.

(11) A field of specialization in a single discipline or a formal interdisciplinary program of at least 12 semester hours.

**13.26(5)(4) Teacher—elementary classroom.** Effective September 1, 2015, the following requirements apply to persons who wish to teach in the elementary classroom:

*a. Authorization.* The holder of this endorsement is authorized to teach in kindergarten and grades one through six.

*b. Content.*

(9) Student teaching in an elementary general education classroom.

## **282—13.29 (272) Adding, removing or reinstating a teaching endorsement.**

**13.29(1) Adding an endorsement.** After the issuance of a teaching license, an individual may add other endorsements to that license upon proper application, provided current requirements for that endorsement have been met. An updated license with expiration date unchanged from the original or renewed license will be prepared.

*a. Options.*

*b. Additional requirements for adding an endorsement.*

(1) In addition to meeting the requirements for Iowa licensure, applicants for endorsements shall have completed a methods class appropriate for teaching the general subject area **and grade levels** of the endorsement added.

(2) Practitioners who are adding an elementary or early childhood endorsement and have not student taught on the elementary or early childhood level shall complete a teaching practicum appropriate for teaching at the level of the new endorsement. Applicants seeking the early childhood or elementary endorsements set forth in 282—13.26 must complete the required field experience and teaching practicum specific to the endorsement desired.

(3) Practitioners who are adding a secondary teaching endorsement and have not student taught on the secondary level shall complete a teaching practicum appropriate for teaching at the level of the new endorsement.

(4) Practitioners holding the K-8 endorsement in the content area of the 5-12 endorsement being added may satisfy the requirement for the secondary methods class and the teaching practicum by completing all required coursework and presenting verification of competence. This verification of competence shall be signed by a licensed evaluator who has observed and formally evaluated the performance of the applicant at the secondary level. This verification of competence may be submitted at any time during the term of the Class B license. The practitioner must obtain a Class B license while practicing with the 5-12 endorsement.

(5) Applicants seeking a board of educational examiners' transcript review must have achieved a C- grade or higher in the courses that will be considered for an endorsement.

## DISCUSSION MEMO

**Date:** January 14, 2016

**To:** Board Members

**From:** Duane T. Magee, Executive Director

**RE:** Amend IAC 282 Chapter 20

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The following changes reflect the requirement for the board to adopt rules for licensure renewal credit based on the completion of administrator individualized professional development plans; these changes reflect language for teachers as well. Language has also been added to allow national board certification renewal as approved credit for licensure renewal.

<https://www.legis.iowa.gov/docs/code/272.9a.pdf>

### **282—20.5 (272) Specific renewal requirements for the standard license.**

**20.5(1)** In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272).

**20.5(2)** Six units are needed for renewal. These units may be earned in any combination listed as follows:

- a. One unit may be earned for each semester hour of graduate credit, completed from a regionally accredited institution, which leads toward the completion of a planned master's, specialist's, or doctor's degree program.
- b. One unit may be earned for each semester hour of graduate or undergraduate credit, completed from a regionally accredited institution, which may not lead to a degree but which adds greater depth/breadth to present endorsements held.
- c. One unit may be earned for each semester hour of credit, completed from a regionally accredited institution, which may not lead to a degree but which leads to completion of requirements for an endorsement not currently held.
- d. One unit may be earned upon completion of each licensure renewal course or activity approved through guidelines established by the board of educational examiners.
- e. Four units may be earned for successful completion of the National Board for Professional Teaching Standards certification. This certification may be used one time for either the standard or master educator license. **Four units may also be earned for each national board certification renewal and may be used toward the subsequent renewal of either the standard or master educator license.**
- f. **One unit may be earned upon completion of each licensure renewal course based on the successful completion of an individualized professional development plan as verified through an approved licensure renewal unit provider.**

### **282—20.6 (272) Specific renewal requirements for a master educator license.**

**20.6(1)** In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272).

**20.6(2)** Four units are needed for renewal. These units may be earned in any combination listed below:

- a.* One unit may be earned for each semester hour of graduate credit, completed from a regionally accredited institution, which leads toward the completion of a planned master's, specialist's, or doctor's degree program.
- b.* One unit may be earned for each semester hour of graduate or undergraduate credit, completed from a regionally accredited institution, which may not lead to a degree but which adds greater depth/breadth to present endorsements held.
- c.* One unit may be earned for each semester hour of credit, completed from a regionally accredited institution, which may not lead to a degree but which leads to completion of requirements for an endorsement not currently held.
- d.* One unit may be earned upon completion of each licensure renewal course or activity approved through guidelines established by the board of educational examiners.
- e.* Four units may be earned upon successful completion of the National Board for Professional Teaching Standards certification. This certification may be used one time for either the standard or master educator license. **Four units may also be earned for each national board certification renewal and may be used toward the subsequent renewal of either the standard or master educator license.**
- f. One unit may be earned upon completion of each licensure renewal course based on the successful completion of an individualized professional development plan as verified through an approved licensure renewal unit provider.**

**282—20.9 (272) Specific renewal requirements for an administrator license.**

**20.9(1)** In addition to the provisions set forth in this rule, an applicant must meet the general requirements set forth under rule 282—20.3(272).

**20.9(2)** Four units are needed for renewal. These units may be earned in any combination listed below.

- a.* One unit may be earned for each semester hour of graduate credit, completed from a regionally accredited institution, which leads toward the completion of a planned specialist's or doctor's degree program.
- b.* One unit may be earned for each semester hour of graduate or undergraduate credit, completed from a regionally accredited institution, which may not lead to a degree but which adds greater depth/breadth to present endorsements held.
- c.* One unit may be earned for each semester hour of credit, completed from a regionally accredited institution, which may not lead to a degree but which leads to completion of requirements for an administrator endorsement not currently held.
- d.* One unit may be earned upon completion of each licensure renewal course or activity approved through guidelines established by the board of educational examiners.
- e. One unit may be earned upon completion of each licensure renewal course based on the successful completion of an individualized professional development plan as verified through an approved licensure renewal provider.**



## DISCUSSION MEMO

**Date:** January 14, 2016

**To:** Board Members

**From:** Duane T. Magee, Executive Director

**RE:** Amend IAC 282 Chapter 13

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Endorsements requirements are periodically reviewed to ensure alignment with research-based competencies, national standards, and the Iowa Core. The following proposed changes to the reading endorsements reflect recommendations by a reading endorsement review committee which met in October and continued to communicate electronically throughout the past few months, and was comprised of current reading teachers, reading specialists, department of education and reading research center consultants, and higher education faculty from a variety of Iowa institutions.

### **13.28(15) Reading.**

~~¶~~ **K-8 and 5-12** requirements. Completion of 24 semester hours in reading to include all of the following requirements:

#### **1) Foundations of reading. This requirement includes the following competencies:**

1. The practitioner demonstrates knowledge of the psychological, sociocultural, **motivational**, and linguistic foundations of reading and writing processes and instruction.
2. The practitioner demonstrates knowledge of a range of research pertaining to reading, writing, and learning, including the **analysis of** scientifically based reading research, and knowledge of histories of reading. The range of research encompasses research traditions from the fields of the social sciences and other paradigms appropriate for informing practice.
3. The practitioner demonstrates knowledge of the major components of reading, such as ~~phonemic awareness, word identification, phonics, vocabulary, fluency, and comprehension,~~ **comprehension, vocabulary, word identification, fluency, phonics, and phonemic awareness,** and effectively integrates curricular standards with student interests, motivation, and background knowledge.

#### **(2) 4 Reading in the content areas. This requirement includes the following competencies:**

1. The practitioner demonstrates knowledge of **morphology and the etymology of words, along with** text structure and the dimensions of content area vocabulary and comprehension, including literal, interpretive, critical, and evaluative.

2. The practitioner provides content area instruction in reading and writing that effectively uses a variety of research-based strategies and practices.

**(3) (9) Practicum. This requirement includes the following competencies:**

1. The practitioner works with **appropriately**-licensed professionals who observe, evaluate, and provide feedback on the practitioner's knowledge, dispositions, and performance of the teaching of reading and writing.

2. The practitioner effectively uses reading and writing strategies, materials, and assessments based upon appropriate reading and writing research and works with colleagues and families in the support of children's reading and writing development.

**(4) (5) Language development. This requirement includes the following competency:** The practitioner uses knowledge of **cognitive academic** language development **and proficiency (including second language development)**, and acquisition of reading skills (~~birth through sixth grade~~), and the variations related to cultural and linguistic diversity to provide effective instruction in reading and writing.

**(5) (6) Oral communication instruction. This requirement includes the following competencies:**

1. The practitioner has knowledge of the unique needs and backgrounds of students with language differences and delays.

2. The practitioner uses effective strategies for facilitating the learning of **Standard English language for academic purposes** by all learners.

**(6) (7) Written communication instruction. This requirement includes the following competency:** The practitioner uses knowledge of reading-writing-speaking connections; the writing process **to include structures of language and grammar**; the stages of spelling development; the different types of writing, such as narrative, expressive, persuasive, informational and descriptive; and the connections between oral and written language development to effectively teach writing as communication.

**(7) (3) Reading assessment, diagnosis and evaluation. This requirement includes the following competencies:**

**1. The practitioner understands types of reading and writing assessments and their purposes, strengths, and limitations.**

1. ~~2.~~ The practitioner ~~uses~~ demonstrates knowledge of selecting and developing a variety of appropriate assessment instruments, procedures, and practices that range from individual to group and from formal to informal to alternative for the identification, screening, and diagnosis of students' reading proficiencies and needs. ;

3. The practitioner demonstrates knowledge of assessment data analysis for planning to inform, plan, measure, progress monitor, and revising revise instruction for all students, and for to communicating communicate the results outcomes of ongoing assessments to all stakeholders.

2. ~~4.~~ The practitioner demonstrates awareness of policies and procedures related to special programs, including Title I.

**(8) Children's nonfiction and fiction (K-8 only) or adolescent or young adult nonfiction and fiction (5-12 only).** This requirement includes the following competency competencies: The practitioner uses knowledge of children's literature (K-8) or adolescent or young adult literature (5-12) for:

1. Modeling the reading and writing of varied genres, including fiction and nonfiction; technology- and media-based information; and nonprint materials;
2. Motivating through the use of texts at multiple levels, representing broad interests, and reflecting varied cultures, linguistic backgrounds, and perspectives; and
3. Matching text complexities to the proficiencies and needs of readers.

~~(9)~~ **(2) Reading instructional strategies curriculum and instruction.** This requirement includes the following competency competencies:

1. The practitioner demonstrates knowledge of designing and implementing an integrated, comprehensive, and balanced curriculum that addresses the major components of reading and contains a wide range of texts, including but not limited to narrative, expository, and poetry, and including traditional print, digital, and online resources.

2. The practitioner uses knowledge of a range of research-based strategies and instructional technology for designing and delivering effective instruction, including students with reading difficulties across the curriculum;

3. The practitioner demonstrates knowledge of for grouping students, and for selecting materials appropriate for learners with diverse abilities at various stages of reading and writing development, differentiating instruction to meet the unique needs of all learners, offering sufficient opportunities for students to practice reading skills, and providing frequent and specific instructional feedback to guide students' learning and from varied cultural and linguistic backgrounds.

4. The practitioner demonstrates knowledge of designing instruction to meet the needs of diverse populations including urban, suburban, and rural settings, as well as for students from various cultural and linguistic backgrounds.

**5. The practitioner demonstrates knowledge of creating a literate physical environment which is low-risk, supports students as agents of their own learning, and supports a positive socio-emotional impact for students to identify as readers.**

*b. 5-12 requirements.* Completion of 24 semester hours in reading to include all of the following requirements:

(1) Foundations of reading. This requirement includes the following competencies:

1. The practitioner demonstrates knowledge of the psychological, sociocultural, and linguistic foundations of reading and writing processes and instruction.
2. The practitioner demonstrates knowledge of a range of research pertaining to reading, writing, and learning, including scientifically based reading research, and knowledge of histories of reading.

The range of research encompasses research traditions from the fields of the social sciences and other paradigms appropriate for informing practice.

3. The practitioner demonstrates knowledge of the major components of reading such as phonemic awareness, word identification, phonics, vocabulary, fluency, and comprehension, and integrates curricular standards with student interests, motivation, and background knowledge.

(2) Reading in the content areas. This requirement includes the following competencies:

1. The practitioner demonstrates knowledge of text structure and the dimensions of content area vocabulary and comprehension, including literal, interpretive, critical, and evaluative.
2. The practitioner provides content area instruction in reading and writing that effectively uses a variety of research-based strategies and practices.

(3) Practicum. This requirement includes the following competencies:

1. The practitioner works with licensed professionals who observe, evaluate, and provide feedback on the practitioner's knowledge, dispositions, and performance of the teaching of reading and writing.
2. The practitioner effectively uses reading and writing strategies, materials, and assessments based upon appropriate reading and writing research, and works with colleagues and families in the support of students' reading and writing development.

(4) Language development. This requirement includes the following competency: The practitioner uses knowledge of the relationship of language acquisition and language development with the acquisition and development of reading skills, and the variations related to cultural and linguistic diversity to provide effective instruction in reading and writing.

(5) Oral communication. This requirement includes the following competency: The practitioner demonstrates knowledge of the unique needs and backgrounds of students with language differences and uses effective strategies for facilitating the learning of Standard English by all learners.

(6) Written communication. This requirement includes the following competency: The practitioner uses knowledge of reading-writing-speaking connections to teach the skills and processes necessary for writing narrative, expressive, persuasive, informational, and descriptive texts, including text structures and mechanics such as grammar, usage, and spelling.

(7) Reading assessment, diagnosis and evaluation. This requirement includes the following competencies:

1. The practitioner uses knowledge of a variety of instruments, procedures, and practices that range from individual to group and from formal to informal to alternative for the identification of

students' reading proficiencies and needs, for planning and revising instruction for all students, and for communicating the results of ongoing assessments to all stakeholders.

2. The practitioner demonstrates awareness of policies and procedures related to special programs.

(8) Adolescent or young adult nonfiction and fiction. This requirement includes the following competency: The practitioner uses knowledge of adolescent or young adult literature for:

1. Modeling the reading and writing of varied genres, including fiction and nonfiction; technology and media-based information; and nonprint materials;

2. Motivating through the use of texts at multiple levels, representing broad interests, and reflecting varied cultures, linguistic backgrounds and perspectives; and

3. Matching text complexities to the proficiencies and needs of readers.

(9) Reading instructional strategies. This requirement includes the following competency: The practitioner uses knowledge of a range of research-based strategies and instructional technology for designing and delivering instruction across the curriculum, for grouping students, and for selecting materials appropriate for learners at various stages of reading and writing development and from varied cultural and linguistic backgrounds.

**13.28(16) Reading specialist.** K-12. The applicant must have met the requirements for the standard license and a **K-8 or 5-12 reading** teaching endorsement, and present evidence of at least one year of experience which included the teaching of reading as a significant part of the responsibility.

a. *Authorization.* The holder of this endorsement is authorized to serve as a reading specialist in kindergarten and grades one through twelve.

b. *Program requirements.* Degree—master's.

c. *Content.* Completion of a sequence of courses and experiences which may have been a part of, or in addition to, the degree requirements. This sequence is to be at least 27-**24** semester hours to include the following:

(1) Educational psychology/human growth and development.

(2) **(5)** Educational **research**, measurement and evaluation. **The reading specialist will effectively utilize existing research and learn to conduct new research to continuously improve the design and implementation of a comprehensive reading system.**

(3) **(1)** Foundations of reading. **The reading specialist will understand the historical, theoretical, and evidence-based foundations of reading and writing processes and instruction, and will be able to interpret these findings to model exemplary instructional methods and effectively develop and lead professional development.**

(4) ~~(3)~~ ~~Diagnosis of reading problems~~ **Assessment, diagnosis, and evaluation.** The reading specialist will use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction including the following:

1. Demonstrate an understanding of the literature and research related to assessments and their purposes, strengths, and limitations, which includes tools for screening, diagnosis, progress monitoring, and measuring outcomes, and also district and state assessments, proficiency standards and student benchmarks.

2. Select, administer, and interpret assessments for specific purposes, including collaboration with teachers in the analysis of data, and leading schoolwide or districtwide scale analyses to select assessment tools that provide a systemic framework for assessing reading, writing, and language growth of all students, including those with reading difficulties, reading disabilities, and English language learners.

3. Use assessment information to plan and evaluate instruction, including multiple data sources for analysis and instructional planning, for examining the effectiveness of specific intervention practices and students' responses to interventions, and to plan professional development initiatives.

4. Communicate assessment results and implications to a variety of audiences.

(5) ~~(2)~~ ~~Remedial reading~~ **Curriculum and instruction.** The reading specialist will use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing including the following:

1. Work collaboratively with teachers to develop a literacy curriculum that has vertical and horizontal alignment PK-12, and that uses instructional approaches supported by literature and research for the following areas: print, phonemic awareness, phonics, fluency, critical thinking, motivation, and writing.

2. Support classroom teachers to implement and adapt in-depth instructional approaches to meet the language-proficiency needs of English-language learners and students with reading difficulties or reading disabilities within or outside the regular classroom, including but not limited to approaches to improve decoding, comprehension, and retention.

3. Demonstrate a knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources, and support classroom teachers in building and using a quality, accessible classroom library and materials collection that meets the specific needs and abilities of all learners.

4. Provide support for curriculum and instruction through modeling, coteaching, observing, planning, and providing resources.

(6) Psychology of language and reading. The reading specialist will understand the highly complex processes by which children learn to speak, read, and write, including language acquisition, ranges of individual differences, reading difficulties, reading disabilities, and the importance of the role diversity in learning to read and write.

(7) Language learning and reading disabilities.

(8)(7) Practicum in reading leadership. The reading specialist will participate in an elementary and secondary practicum experiences with licensed teachers who are serving in leadership roles in the area of reading.

(9) (4) Administration and supervision of reading programs at the elementary and secondary levels. The reading specialist will:

1. Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

2. Demonstrate the practical application of literacy leadership including planning, developing, supervising, and evaluating literacy programs at all levels.

3. Demonstrate knowledge of supervising an overall reading program, including but not limited to staffing, budgetary practices, planning, preparing, and selecting materials, subsystems, special provisions, and evaluating teacher performance.

4. Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs to effectively implement literacy instruction.

5. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.

6. Promote effective communication and collaboration among stakeholders, including parents and guardians, teachers, administrators, policymakers, and community members, and advocate for change when necessary to promote effective literacy instruction.

DTM/jt

## DISCUSSION MEMO

**Date:** January 14, 2016

**To:** Board Members

**From:** Duane T. Magee, Executive Director

**RE:** Amend IAC 282 Chapter 22

---

The following language has been added to clarify that those seeking a coaching authorization should hold a minimum of a high school diploma or equivalent.

**282—22.1 (272) Coaching authorization.** A coaching authorization allows an individual to coach any sport in a middle school, junior high school, or high school.

**22.1(2) Requirements.** Applicants for the coaching authorization shall have completed the following requirements:

**d. Applicants must possess a minimum of a high school diploma or a graduate equivalent diploma or be twenty-one years of age or older.**

DTM/jt



Date: January 14, 2016

To: Board Members

From: Darcy Hathaway

Re: Reminders regarding petitions for waiver

---

The administrative rule that sets forth the criteria you must consider in deciding whether to grant a petition for waiver is as follows:

**282—6.4(17A) Criteria for waiver or variance.** In response to a petition completed pursuant to rule 6.6(17A), the board may in its sole discretion issue an order waiving in whole or in part the requirements of a rule if the board finds, based on clear and convincing evidence, all of the following:

1. The application of the rule would impose an undue hardship on the person for whom the waiver is requested;
2. The waiver from the requirements of the rule in the specific case would not prejudice the substantial legal rights of any person;
3. The provisions of the rule subject to the petition for a waiver are not specifically mandated by statute or another provision of law; and
4. Substantially equal protection of public health, safety, and welfare will be afforded by a means other than that prescribed in the particular rule for which the waiver is requested.

The Board must find **all four factors** exist in a given case in order to grant the petition for waiver. Therefore, discussion of the petition should focus on the four factors listed in the rule, address them individually, and conclude with a finding on each one.

The attached summary has been prepared by Board staff to aid in your discussion, and any recommendations it may contain are not binding.

## **Petition for Waiver**

**Name:** Zach Paustian

**License:** Folder #1014933

Paustian holds a coaching authorization. His application for a teaching license was denied on November 18, 2015.

**Reason for Waiver:** Paustian received a bachelor's degree in Education Studies from Concordia University in Michigan. He has been unable to pass the required assessment for completion of a Michigan teacher preparation program and therefore has not received a Michigan teaching license.

### **Rule Citation:**

Paustian cited one rule in his waiver request as follows:

13.5(2)b.(1) Shall submit a copy of a valid or expired regular teaching certificate or license exclusive of a temporary, emergency or substitute license or certificate).

In addition to this rule, the board would also have to waive the following in order to grant licensure:

282—13.5 (272) Teacher licenses.

13.5(1) General requirements. The applicant shall:

b. Have completed a state-approved teacher education program.

...

f. Provide a recommendation for the specific license and endorsement(s) from the designated recommending official at the recognized institution where the preparation was completed.

**Staff recommendation:** Deny the waiver

**Rationale:** In addition to waiving the requirement of a license from the state in which the petitioner was prepared as a teacher, the board in this case would also have to waive completion of the teacher preparation program itself. This is a *very* significant requirement, and granting the waiver would (1) be inconsistent with existing board precedent and (2) create precedent for future requests that would be extremely problematic. Finally, Iowa Code section 272.8, regarding out-of-state and out-of-country licensure, states, “The board may issue a license to an applicant from another state or country *if the applicant files evidence of the possession of the required or equivalent requirements with the board*” (emphasis added). Therefore, the board does not have statutory authority to waive the requirement of completion of an approved teacher preparation program.

**Hardship:** The petition states that Paustian never intended to teach in Michigan, and his inability to obtain Iowa teacher licensure has greatly impacted his life.

**Prejudice to Others:** The petition argues there would be no prejudice to the rights of others as a result of granting a waiver in this case. However, the board has previously denied similar waiver requests, as follows:

- PFW 01-04 - Applicant could not verify the completion of a teacher preparation program from another country; waiver was denied.
- PFW 01-05 - Applicant could not verify the completion of a teacher preparation program; waiver was denied.
- PFW 06-02 - Applicant could not verify the successful completion of a teacher preparation program; waiver was denied.
- PFW 07-14 - Applicant could not verify the completion of a teacher preparation program; waiver was denied.
- PFW 10-20 - Applicant did not complete Praxis II testing to obtain out-of-state license; waiver was denied.

**Safety and welfare of others:** The Board must decide whether waiving the rules in question would provide substantially equal protection of public health, safety, and welfare. The petition argues public health, safety, and welfare would not be compromised.

Date: January 14, 2016

To: Board Members

From: Darcy Hathaway

Re: Reminders regarding petitions for waiver

---

The administrative rule that sets forth the criteria you must consider in deciding whether to grant a petition for waiver is as follows:

**282—6.4(17A) Criteria for waiver or variance.** In response to a petition completed pursuant to rule 6.6(17A), the board may in its sole discretion issue an order waiving in whole or in part the requirements of a rule if the board finds, based on clear and convincing evidence, all of the following:

1. The application of the rule would impose an undue hardship on the person for whom the waiver is requested;
2. The waiver from the requirements of the rule in the specific case would not prejudice the substantial legal rights of any person;
3. The provisions of the rule subject to the petition for a waiver are not specifically mandated by statute or another provision of law; and
4. Substantially equal protection of public health, safety, and welfare will be afforded by a means other than that prescribed in the particular rule for which the waiver is requested.

The Board must find **all four factors** exist in a given case in order to grant the petition for waiver. Therefore, discussion of the petition should focus on the four factors listed in the rule, address them individually, and conclude with a finding on each one.

The attached summary has been prepared by Board staff to aid in your discussion, and any recommendations it may contain are not binding.

## **Petition for Waiver**

**Name:** Chelsea Hartman

**License:** Folder # 1025154

Hartman's application for a substitute authorization was denied on December 2, 2015.

**Reason for Waiver:** The rule for the substitute authorization requires a baccalaureate degree from a regionally accredited institution. Hartman received a bachelor's degree from Clayton College of Natural Health, which is not regionally accredited. She also holds an associate's degree and has worked as a substitute teacher in Missouri.

### **Rule Citation:**

#### **282—22.2 (272) Substitute authorization.**

...

(2) Degree or certificate. Applicants must have achieved at least one of the following:

1. **Hold a baccalaureate degree from a regionally accredited institution.**

**Staff recommendation:** Grant the waiver

**Rationale:** Hartman has experience working as a substitute in Missouri, and has completed associate's and bachelor's level programs, as well as the substitute authorization course. The Board has previously granted several requests for waiver of the substitute authorization rule to individuals who have a bachelor's degree from a college that is accredited by a religious accrediting agency. Although Hartman did not attend a religious institution, she has completed a bachelor's level program.

**Hardship:** If she is unable to receive the substitute authorization, Hartman will be unable to take advantage of employment opportunities as a substitute.

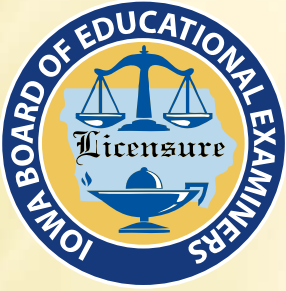
**Prejudice to Others:** The Board has granted waivers in similar cases, including:

- 11-01: waiver for substitute authorization granted; petitioner attended Zion Bible College, accredited by Association of Biblical Higher Education.
- 11-26: waiver for substitute authorization granted; petitioner attended Columbia Southern University, an accredited member of the Distance Education and Training Council.
- 12-03: waiver for substitute authorization granted; petitioner attended Barclay College, accredited by Association of Biblical Higher Education.
- 13-12: waiver for substitute authorization granted, petitioner attended Calvary Bible College, accredited by Association of Biblical Higher Education.

**Safety and welfare of others:** The substitute authorization provides limited authority in that the holder can only serve in short-term assignments. The Board must decide whether Hartman's educational background would be as effective as a bachelor's degree from a regionally accredited institution in ensuring the public safety, health, and welfare.

# Legislative Report

## Home Base Iowa – Licensed Professions and Occupations Annual Report



December 15, 2015

## MEMBERS OF THE BOARD

State of Iowa  
Iowa Board of Educational Examiners  
Grimes State Office Building  
400 E. 14<sup>th</sup> Street  
Des Moines, IA 50319-0146

### Members of the Board

**Richard E. Wortmann**, Chair, Ottumwa CSD, Teacher  
**Brenda Garcia**, Vice Chair, Muscatine, Public Member  
**Sara Arnold**, Cedar Rapids CSD, PACT Resource Specialist  
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**Mary K. Overholtzer**, Winterset CSD, Teacher  
**Dr. Andy R. Pattee**, Cedar Falls CSD, Superintendent  
**Dr. Jay B. Prescott**, Des Moines, V.P. for Student Affairs, Grand View University  
**Erin Schoening**, Council Bluffs CSD, Reading Interventionist and IB Program Coordinator  
**Dr. Anne M. Sullivan**, Des Moines CSD, Administrator

### Administration

**Duane T. Magee** - Executive Director

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## TABLE OF CONTENTS

Table of Contents .....	3
Iowa Code .....	<b>Error! Bookmark not defined.</b>
Background .....	7
Subsection 11: Credit received by individuals for education, training, and service in 2015 .....	7
Subsection 12: Licenses and provisional licenses issued in 2015 .....	5
Qualitative responses from recipients of the Military Exchange Licenses in 2015 .....	6
Melissa Nusbaum, military spouse, Waukee CSD .....	6
Benjamin Mendoza, USCG veteran, Denison Job Corps .....	6
Tammy Harris, USA veteran and current military spouse, Bettendorf CSD .....	6
Heather Sprague, spouse of military veteran .....	7
Becky Moran, spouse of military veteran .....	7
Bridgett Miller, spouse of military veteran .....	7



## **IOWA CODE SECTION 272C.4.13**

Beginning December 15, 2016, annually file a report with the governor and the general assembly providing information and statistics on credit received by individuals for education, training, and service pursuant to subsection 11 information and statistics on licenses and provisional licenses issued pursuant to subsection 12.

## **BACKGROUND**

The Board of Educational Examiners developed the Military Exchange License to assist with portability of teacher licensure for military spouses, recent veterans and their spouses. The rule went into effect August 28, 2013, prior to the Governor's Home Base Iowa initiative. Amendments to these rules have been made to remove the term "recent" and add language concerning "military education, training and service credit" to the rule insure full compliance with Senate File 303.

The Military Exchange license is a three year license issued at a reduced cost of \$85 compared to the current cost of an out of state license which is \$220.

2015 saw an increase in the overall number Military Exchange Licenses issued. This is due to the application for the military exchange license being imbedded into the new online licensure system which went live in July. Additionally, rules were passed which made all military veterans and their spouses, not just recent (in the last five years) eligible for the license.

## **SUBSECTION 11: CREDIT RECEIVED BY INDIVIDUALS FOR EDUCATION, TRAINING, AND SERVICE IN 2015**

All military transcripts are now analyzed as a matter of course to determine if credits received will contribute to adding an endorsement to a license.

Three veterans received credit for military experience to obtain a Career and Technical License for Jr. ROTC:

- Folder 1023157: Received a Career and Technical License in Military Science based on 28,760 hours of work experience in the US Army. Is now teaching Jr. ROTC for Des Moines Public Schools.
- Folder 1021766: Received a Career and Technical License in Military Science based on 71,760 hours of work experience in the US Army. Is now teaching Jr. RPTC at Central Campus for Des Moines Public Schools.
- Folder 1022682: Received a Career and Technical License in Military Science based on 35,000 hours of work experience in the US Air Force. Is now teaching Air Force Jr ROTC for the Sioux City School District.

## SUBSECTION 12: LICENSES AND PROVISIONAL LICENSES ISSUED IN 2014

**Military Veterans:** Eight received licenses from December 1, 2014 – November 30, 2015. Five are currently teaching and three are substituting in Iowa schools.

- Folder 1023157: USA - Licensed in 5-12 Military Science
- Folder 1021766: USA - Licensed in 5-12 Military Science
- Folder 1022682: USAF - Licensed in 5-12 Military Science
- Folder 1022762: USA - Licensed in K-12 French and Spanish
- Folder 1022868: USCG – Licensed in 5-12 Social Studies
- Folder 1012599: USN – Licensed in Pre-K thru K, K-6 Elementary and K-8 Special Education
- Folder 1023618: USN – Licensed in K-6 Elementary and K-8 Reading
- Folder 1024237: USAF – Licensed in 5-12 English and Social Studies

**Spouses of Military Veterans:** Ten received licenses from December 1, 2014 – November 30, 2015. Three are currently teaching and five are substituting in Iowa schools. One has not yet moved to Iowa.

- Folder 1020953: USA - Licensed in K-6 Elementary
- Folder 1024431: USA - Licensed in K-6 Elementary
- Folder 1023932: USN - Licensed in 5-12 English
- Folder 1023841: USA - Licensed in K-6 Elementary and Pre-K thru K
- Folder 1023056: USA - Licensed in K-6 Elementary, K-8 Reading and K-12 Special Education
- Folder 1023003: USA - Licensed in K-6 Elementary and K-8 Social Studies
- Folder 1023665: USA - Licensed in K-6 Elementary and K-12 Special Education
- Folder 1022798: USA - Licensed in K-12 ESL, K-8 Social Studies and K-12 Spanish
- Folder 1023227: USA - Licensed in K-12 Art
- Folder 1024050: USA - Licensed in K-12 Art

**Spouses of Active Duty Military:** Seven received licenses from December 1, 2014 – November 30, 2015. Five are currently teaching and one is substituting in Iowa schools. One has not yet moved to Iowa.

- Folder 1022762: USA - Licensed in K-12 French and Spanish
- Folder 1020186: USA - Licensed in K-6 Elementary, K-8 Language Arts, and Middle School
- Folder 1023503: USA - Licensed in K-6 Elementary
- Folder 356372: USA – 5-12 English
- Folder 1022481: USA – K-6 Elementary and K-8 Social Studies
- Folder 1020509: USA – K-12 PE and 5-12 Earth Science
- Folder 1012420 USA – K-12 PE and Athletic Coach

## QUALITATIVE RESPONSES FROM 2015 MILITARY EXCHANGE LICENSE RECIPIENTS



**MELISSA NUSBAUM, MILITARY SPOUSE**

6<sup>th</sup> Grade Language Arts Teacher, Waukee CSD

The Military Exchange License has made moving a smooth and positive transition for my family and me. It has allowed me to remain doing what I love without having to jump through any hoops. Being able to teach right away also gave me a sense of community, which is strongly needed when moving to a new state.

**BENJAMIN MENDOZA, USCG VETERAN**

The Military Exchange License means I can make a living, provide for my family, complete my Master's degree and someday move my family from Colorado to Iowa.

Social Studies Teacher  
Denison Job Corps



**TAMMY HARRIS, VETERAN AND CURRENT MILITARY SPOUSE**

The Military Exchange License helped streamline my application for licensure. Since PCS time is always stressful anyway, it helped ease my mind that my license was easy to apply for and not as expensive as it may have been otherwise.

MS French and Spanish at Bettendorf MS



### HEATHER SPRAGUE, SPOUSE OF MILITARY VETERAN



I taught overseas for 5 years, working in our Military's schools, and was nervous about obtaining an Iowa license. My New York and Maryland license had expired and I was unsure of how Iowa worked with a DODEA license. We are pleased that I have received the Military Exchange license and are excited for me to hopefully begin a career here in Iowa. Currently an at-home mom

### BECKY MORAN, SPOUSE OF MILITARY VETERAN



I found out about the Military Exchange opportunity while filing my application for my Iowa license. It was a nice surprise to receive the discounted fee and the extended time to take the required classes. As not only a spouse of a veteran but also the mother of a current US Army soldier, I appreciate the State of Iowa showing respect to our service men and women and their families.

Will be relocating to Iowa in December.

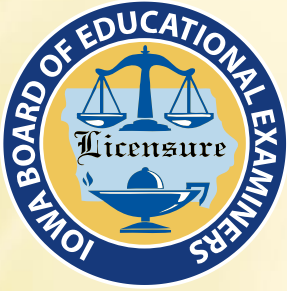
### BRIDGETT MILLER, SPOUSE OF MILITARY VETERAN

The Military Exchange license has been very valuable for me and my family. Because of the license, I have been able to substitute for this school year. Without the license, I would most likely have had to take more classes to meet the requirements for the Iowa Initial License. The license has allowed me to begin my dream job of teaching.

Currently substituting in Iowa



# Annual Rules Report



January 15, 2016



## MEMBERS OF THE BOARD

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Grimes State Office Building  
400 E. 14<sup>th</sup> Street  
Des Moines, IA 50319-0146

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# Mission

The mission of the Iowa Board of Educational Examiners is to establish and enforce rigorous standards for Iowa educational practitioners to effectively address the needs of students.

## BELIEFS STATEMENTS

We Believe:

- that an effective licensure system is efficient, innovative, and responsive to needs of students and educators.
- in collaboration with other organizations to improve professional development and preparation programs.
- that education is a profession.
- that establishing ethical standards protects students and practitioners.

Adopted: June 2001

Reviewed: June 11, 2009

Revised: August 13, 2010

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## INTRODUCTION

In 1989, the Iowa Board of Educational Examiners became an autonomous body. The Iowa Board of Educational Examiners is charged with the overall responsibility of regulating the licensure standards for teachers, administrators, paraeducators, and coaches. The Board consists of twelve members appointed by the Governor, and confirmed by the Iowa Senate, to four-year terms. Five members are licensed teachers, four are licensed administrators, two are public members, and one is the director from the Iowa Department of Education or her/his designee.

The Board sets standards for the issuance of licenses, certificates, and authorizations to practitioners, sets standards for license renewal, investigates ethics complaints that meet jurisdictional requirements that are filed with the Board, and monitors compliance of licensees with orders issued by the Board. In the last fifteen (15) years, the fewest number of licenses issued was 19,856 and the highest number was 29,262. The Board also maintains a Code of Professional Conduct and Ethics. The Board considers approximately 140 educator discipline cases each year.

To carry out its mission, the Board adopts rules and establishes standards for practitioners pursuant to its authority under Iowa Code chapter 272. The Board makes recommendations for rules regarding the practice, discipline, education, and licensure of educational practitioners. The licensure rules are in chapters 13-24 and 27 of the Iowa Administrative Code Section 282. The Code of Professional Conduct and Ethics and the Code of Rights and Responsibilities are in chapters 25 and 26. The following report is compiled pursuant to Iowa Code section 272.29.



## **Criteria for Review**

All rules subject to regulatory review have been evaluated according to the following criteria.

### **A. NEED**

---

- (1) What is the objective of the rule for the Board and the public?
- (2) Is the rule effective in meeting its objective?
- (3) Is the rule broader than necessary to accomplish its objective?
- (4) Is the rule necessary to protect the public health, safety, or welfare?
- (5) Is the rule outdated?
- (6) Is the rule duplicative?
- (7) Have laws or other circumstances changed to the extent the rule should be amended or repealed?
- (8) Have complaints about the rule been received?
- (9) Does the rule create barriers for some applicants?

### **B. CLARITY**

---

- (1) Is the rule clear and concise?
- (2) Do the Board, licensees, and the public readily understand the rule?
- (3) Does the rule conflict with the authority or rules of another agency?

### **C. INTENT AND STATUTORY AUTHORITY**

---

- (1) What is the statutory authority for the rule?
- (2) Is the rule necessary to comply with the statute that authorizes it?
- (3) Is the rule consistent with the legislative intent of the statute?
- (4) Is there a need to develop additional legislative authorization in order to protect the public health, safety, and welfare?

**D. COST**

---

- (1) Are there quantifiable costs and benefits to the rule?
- (2) Are there qualitative costs and benefits to the rule?
- (3) Does the benefit of the rule exceed the costs of the rule?
- (4) Is there a less burdensome way to achieve the positive result of the rule?

**E. Fairness**

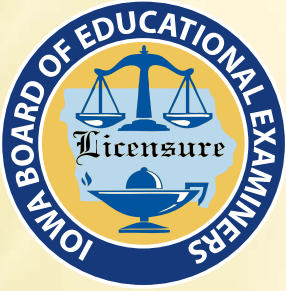
- (1) Is the rule applied consistently and predictably?
- (2) Is the rule fair in its application?
- (3) Are additional protections needed?
- (4) Should the rule be modified to eliminate or minimize any disproportionate impacts on the regulated community?
- (5) Should it be possible to waive compliance with the rule under certain circumstances?

**Board of Educational Examiners [272]  
Iowa Administrative Code 282  
Rule Amendments: 2015**


<b>Rule/ARC#</b>	<b>Subject</b>	<b>Effective Date</b>	<b>Amendment</b>
14.2; 1884C	Special education endorsements	Currently on session delay	Creates a K-12 special education endorsement with optional specializations
13.17(4); 1878C	Military exchange license updates	3/25/15	Aligns the rule regarding the military exchange license with the requirements of the Home Base Iowa Act, and incorporates definitions included in that Act
Multiple updates in chapters 13, 17, and 22; 2015C	Career and technical certification updates	7/15/15	Moves the multioccupations endorsement to Chapter 13, rescinds and reserves Chapter 17, changes the title of the career and technical certification from “license” to “authorization” to alleviate confusion in the field and create a clear distinction between those who have completed a teacher preparation program and those seeking limited certification through experience, requires a job offer prior to obtaining the authorization, clarifies requirements for experience, and eliminates redundant teacher endorsements
Multiple updates in chapters 13, 14, 18, 19, and 27; 2016C	Teacher licenses and endorsements (general clean-up and updates)	7/15/15	Renames three licenses to clarify their parameters, allows the executive director to authorize substitute license holders to serve outside of their authority in limited and unique circumstances, reduces the duration of the international exchange license to reflect the duration of the most common international exchange programs in Iowa (with an option for extension as needed), sunsets the “teacher—elementary classroom” endorsement requirement on August 31, 2015 to make way for previously adopted updates, and expands the authority of the “elementary school teacher librarian” endorsement from K-8 to PK-8
Multiple updates in chapters 12 and 20; 2017C	Fees and renewals	7/15/15	Simplifies the board’s fees chapter (12) by establishing a uniform fee unless otherwise stated, maintains all fees except the teacher intern license fee and the fee to add an endorsement to a paraeducator certificate, both of which are reduced
23.1; 1018C	Behind-the-wheel authorization for classroom instruction	7/15/15	Allows holders of the driver education endorsement to maintain a behind-the-wheel authorization with classroom instruction authority, which is particularly beneficial for those who would like to allow their teaching licenses to expire in retirement and only continue training specific to drivers education

22.11; 2121C	Authorization extension	10/7/15	Creates a one-year, nonrenewable extension for holders of a board-issued authorization, available in unique circumstances with the approval of the applicant's employer
20.5 and 20.6; 2020C	Specific renewal requirements for standard and master educator licenses	10/7/15	Strikes language related to earning renewal units for serving as a cooperating teacher, as these units will now be issued directly by applicable college or university
13.1, 15.7, 16.1, 18.1, 20.3, multiple rules in Chapter 22, 23.1, 24.1, and 27.2; 2230C	Background check procedures	12/16/15	Updates the board's rules to reflect a change to Iowa Code section 272.2(17), which requires a check of Iowa Courts Online upon renewal of any board-issued certification
Multiple rules in Chapter 12; 2229C	Fee increase	Currently on session delay	Increases all board fees by \$4

# FY 15 Fees Report



December 29, 2015



State of Iowa  
Iowa Board of Educational Examiners  
Grimes State Office Building  
400 E. 14<sup>th</sup> Street  
Des Moines, IA 50319-0146

## **Members of the Board**

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## TABLE OF CONTENTS

Table of Contents .....	3
Mission.....	4
Beliefs Statements.....	4
Principles for the Board of Educational Examiners Budgeting Process .....	5
Assumptions.....	6
Findings .....	7
Recommendations.....	8
Exhibit 1: <i>History – Number of Licenses Issued by Type</i> .....	10
Exhibit 2: <i>FY 14 – Actual Number of Licenses Issued per Month by Type</i> .....	11
Exhibit 3: <i>Total Licenses Issued by Month</i> .....	12
Exhibit 4: <i>FY 2015– Balance Sheet / Cash flow Chart</i> .....	13
Exhibit 5: <i>Obligations vs. Budget Report</i> .....	14
Exhibit 6: <i>Projected Agency Revenue and Expenditures - Gross</i> .....	15
Exhibit 7: <i>Projected Agency Revenue and Expenditures - Net</i> .....	16
Exhibit 8: <i>FY 16 Budget &amp; FY 15 Budgets</i> .....	17

## **MISSION**

The mission of the Iowa Board of Educational Examiners is to establish and enforce rigorous standards for Iowa educational practitioners to effectively address the needs of students.

## **BELIEFS STATEMENTS**

We Believe:

- that an effective licensure system is efficient, innovative, and responsive to needs of students and educators.
- in collaboration with other organizations to improve professional development and preparation programs.
- that education is a profession.
- that establishing ethical standards protects students and practitioners.

Adopted: June 2001

Reviewed: June 20, 2014

Revised: August 13, 2010



## **PRINCIPLES FOR THE BOARD OF EDUCATIONAL EXAMINERS BUDGETING PROCESS**

### **Identify a vision and knowledge of the service needs:**

1. Identify the vision of what the BoEE should be.
2. Identify the service and the capital needs of the BoEE.

### **Policies, Goals, Priorities, and Resource Utilizations plans:**

3. Identify fiscal and economic policies and goals to meet the vision and needs of the BoEE.
4. Identify the service and capital policies and goals to meet the vision and needs of the BoEE.
5. Identify strategies for managing the BoEE's fiscal process.

### **Prepare and adopt a fiscal budget that integrates vision, policy, and goals with strategies that are consistent with the current fee structure.**

6. Develop and implement a process that prepares a revenue and expenditure plan that is based on the vision, policy and goals of the Board.
7. Establish a yearly plan and multiple year plan for forecasting anticipated revenues.

### **Monitor and control the utilization of resources in meeting the Board's goals.**

8. Monitor and control the utilization of resources (expenditures) monthly and make budget adjustments quarterly.
9. When possible identify external factors that may impact the utilization of resources.
10. Make adjustments to the goals if budget adjustments cannot meet the anticipated revenues.

## ASSUMPTIONS

**The Board of Educational Examiners' budget was built on the following assumptions since the Board does not receive an appropriation from the Legislature:**

1. The budget was built on the assumption that approximately \$588,284 would be deposited to the General Fund.
2. The budget was built on the assumption that 27,367 applications would be processed during FY 2015.
3. 2004 and 2005 legislation changed the revenue stream for the Board. Since that legislation, the Board has taken a conservative position in estimating revenues since prior to 2004 expenditures exceeded revenues.
4. The budget would also include the assessment of \$42,000 in late fees.
5. The Board would **not** have to increase licensing fees to educators for at least 4 to 7 years from FY 2006. **The Board is currently in year 10 without a fee increase.**
6. Since the Board **does not receive an appropriation**, the Board needs a cash carryover to pay its bills at the start of a new fiscal year and end of the current fiscal year. It is the Board's opinion that the BoEE is in an adequate financial position with a minimum of \$540,000 of cash reserves. This amount of cash reserves allows the BoEE to have cash on hand that can pay for three months of average expenditures (\$178,716 per month in FY 2015). The largest expenditure each year for the BoEE is for personal services (staff), which accounts for 74% of the BoEE's annual budget. Background check costs account for 15% of annual BoEE expenditures, leaving 11% of the budget to pay for non-personnel and non-background check related expenses.
7. Since the Board is fee based, the Board must immediately transfer a minimum of \$100,000 of cash reserves at the end of one fiscal year (June) to the start of the next fiscal year (July) in order to have enough cash on hand to pay payroll expenses. The remaining cash reserves are transferred to the new fiscal year in August.
8. Since the Board **does not receive an appropriation**, a carryover (cash balance) of at least \$540,000 is needed to ensure that the operations of the Board are not jeopardized should a catastrophic reduction in license applications occur.
9. By having a carryover balance of at least \$540,000, the Board has ample time to anticipate the best course of action when faced with unexpected changes in the licensure budgeting process.
10. Technology has increased the effective and efficient use of resources; however, continued development of the online application / processing system needs continued funding. The new online licensing system will result in an increased cost of approximately \$94,000 to operate annually. The Board anticipates that this \$94,000 increase will eventually be offset by a reduction of one support staff position and the elimination of paper credential mailings.

## FINDINGS

1. **The General Fund received a deposit of \$587,182** from the Board of Educational Examiners in FY 2015. (Exhibit 6)
2. During the 2015 Session of the 86th General Assembly, House File 658 was passed and signed by the Governor. Section 52 of HF 658 required the BoEE to “transfer \$600,000 to the department of education.” Moneys transferred to the department of education were then appropriated “for purposes of continuing the career planning required under section 279.61.” The appropriated funds paid for one year of the I Have a Plan Iowa career planning software.
3. Enhancements in the technology infrastructure have allowed the application processing time to be significantly reduced.
  - a. New graduates from Iowa teacher preparation institutions will receive their license within two business days of being recommended by the teacher preparation institution if there is no “hit” at the DCI or FBI for the criminal background check or the following registries: child abuse registry, dependent adult abuse registry, or the sex offender registry.
  - b. An online renewal application is completed and the license is received by the teacher or administrator within one week of submission, if there is no “hit” on the Iowa Courts Online system, child abuse registry, dependent adult abuse registry, or the sex offender registry and if no renewal units audit is required.
  - c. The above activities account for approximately 25% of the Board’s processing activity.
  - d. The BoEE has been working with Frontline Technologies to create a new licensing system that will eliminate paper applications and has launched the new system. The first two applications (out-of-state teachers, and athletic coaching authorizations) have been released with more applications in the development pipeline.
4. During FY 2015, the Board processed 1,038 applications above the budget projection. This is the third year in a row that the numbers of applications processed have exceeded the projected budget number. The additional 1,038 licenses generated approximately \$40,084 over the anticipated revenue.
5. Late Fees were \$4,295 below the projection.
6. During the FY 2006 legislative session, legislation was passed requiring the Board to check the sex offender registry, child abuse registry, and the dependent adult abuse registry when renewing a license. The cost for accessing those files with the DCI was absorbed by the Board.
7. 3,658 renewals were completed online and 287 duplicate licenses were issued online.
8. The addition of the live scan fingerprint equipment has reduced the turnaround time from 4 to 16 weeks to less than one week.
9. The Board has taken the appropriate action to back up all documents under its jurisdiction.
10. Exhibit 8 is the budget for FY 2015 and FY 2016. Please note that the FY 2016 budget was completed prior to the passage of HF 648 and does not include the \$600,000 appropriation.

## RECOMMENDATIONS

1. Maintaining an adequate carryover is essential to the financial stability of the agency. Without an adequate carryover, the Board will not be able to pay its bills at the beginning of the new fiscal year; and, if the projected revenue falls below expectations, the Board will not be able to carry out its responsibilities at the end of the fiscal year.
2. The Board needs continued flexibility in meeting national trends in alternative and non-traditional preparation programs. An example of this flexibility is the Board has initiated a portfolio assessment process that required employing two additional staff to meet this need. Without the additional staff and the assessment process, the Board will not be able to provide the services necessary to meet the increased demand from non-traditional applicants and therefore out-of-state applicants will not be able to use non-traditional preparation or experience in seeking an Iowa license.
3. FY 2016 will be the twelfth year in a row the Board of Educational Examiners has not received an appropriation; therefore, any short-term changes may adversely impact the ability of the agency to perform its essential function. The agency has seen the number of applications processed in a year as low as 23,142 and as high as 29,262. This would represent a variance of approximately 6,120 licenses issued in a fiscal year which would represent a change in revenue of approximately \$379,530. Concern exists that the number of transactions processed by the BoEE will decrease based on market factors outside the control of the BoEE.
4. Continue updating current technology to be more responsive to customer needs and strengthen the system as a communication tool in processing licenses. The annual cost for the new comprehensive licensing system is currently \$94,000.
5. The \$600,000 appropriation made as part of HF 658 has placed the Board in a position where it is requesting to increase fees or keep a larger percentage of licensure fees. Table 1 is a projection for BoEE revenues and expenditures through FY 2020. The projections indicate that the BoEE will deplete all cash reserves within two years and have a negative cash reserve balance of \$1,160,690.90 by the end of FY 2020 if revenues do not increase and expenditures continue to increase at average rates.

**Table 1**

	<b>*Projected Expenditures (with no large one-time expenditures, appropriations, or current expenditure reductions)</b>	<b>Projected Revenues (with no changes to BoEE fees or % of licensure fees retained)</b>	<b>Projected Revenues less Projected Expenditures</b>	<b>Estimated Starting BoEE Cash Reserves</b>	<b>Estimated Ending Cash Reserves</b>
<b>FY 2016</b>	\$2,254,621.13	\$2,151,843.00	\$(102,778.13)	\$ 570,693.41	\$467,915.28
<b>FY 2017</b>	\$2,370,283.20	\$2,151,843.00	\$(218,440.20)	\$467,915.28	\$249,475.08
<b>FY 2018</b>	\$2,491,878.73	\$2,151,843.00	\$(340,035.73)	\$249,475.08	\$(90,560.65)
<b>FY 2019</b>	\$2,619,712.10	\$2,151,843.00	\$(467,869.10)	\$(90,560.65)	\$(558,429.75)
<b>FY 2020</b>	\$2,754,103.34	\$2,151,843.00	\$(602,260.34)	\$(558,429.75)	\$(1,160,690.09)

\*Based on a 5.13% average expenditure increase per year starting with FY15 expenditures of \$2,144,603 (which excludes the FY15 \$600,000 appropriation for I Have a Plan Iowa Software)

6. The Board increased background check fees by \$10 (\$65 to \$75) for all first time applicants and \$1 (\$0 to \$1) for all renewal applicants to offset increasing annual background check expenses in order to avoid a reduction in services.
7. Develop an orientation and a class for teachers and administrators that will address ethics and licensure issues.
8. The Board's current financial status will not permit the Board to take on additional responsibilities; such as, but not limited to, the development of other courses to be used as a remediation tool in administering professional practice decisions.
9. The Board's current financial status will cause a reduction in services, specifically an increase in the amount of time it will take the Board to process an application, if revenues are not increased.



# EXHIBIT 1: HISTORY – NUMBER OF LICENSES ISSUED BY TYPE

History - Number of Licenses Issued by Type																				
Lic. code	Type of License	FY15	FY14	FY13	FY12	FY11	FY10	FY09	FY08	FY07	FY06	FY05	FY04	FY03	FY02	FY01	FY00	FY99	FY98	
20,21	Duplicate License	471	475	546	579	563	592	626	575	632	377	545	612	532	NA	NA	NA	NA	NA	
	Master Educator	3136	3382	3635	2,994	2,910	2,647	3,285	2203	2,208	1,886	1,912	2,690	1,959	1,775	1,437	1,281	1,431	1,239	
25,26,45	Administrator	1064	1209	834	806	802	955	1,266	728	396	460	593	1,008	1,280	708	597	559	585	585	
	Professional Service	236	189	162	73	81	53	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
15,16	Standard	4703	5,007	5,723	5,881	6,081	6,504	6,959	7871	7,238	5,539	6,717	7,157	7,857	6,656	6,624	6,738	7,835	7,460	
	Background Checks	5450	5554	5721	6,275	5,937	5,681	6,016	5420	5,961	5,948	6,244	7,046	6,368	NA	NA	NA	NA	NA	
10,11	Initial	3458	3441	3831	3,806	3,774	3,514	3,965	3841	3,918	4,014	4,508	4,173	4,135	4,059	4,858	5,831	4,353	4,124	
	Extended Initial Teacher Lic	340	282	252	231	220	198	221	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
90	Coaching Authorization	3365	3076	3142	3,315	3,151	2,840	2,715	2480	2,670	2,332	2,348	2,166	2,218	2,274	1,918	2,185	1,847	1,920	
	Substitute	1383	1497	1344	1,450	1,414	1,400	1,506	1361	1,253	1,048	1,310	1,540	1,126	1,299	1,345	1,513	1,787	2,318	
94	Substitute Authorization	915	746	868	751	748	936	601	981	1,665	751	722	644	377	0	0	0	0	0	
	Endorsements	1777	1731	1838	1,915	2,121	2,228	1,820	2060	1,734	1,689	1,916	3,440	1,628	NA	NA	NA	NA	NA	
13,31,38,48	Evaluation Fee	1397	1454	1512	1,553	1,434	1,107	1,090	954	975	1,034	-	0	107	NA	NA	NA	NA	NA	
	Exchange License T or A	1010	1149	1058	958	976	885	911	857	934	935	109	115	107	221	319	295	344	390	
14	Out-of-Country	27	13	11	24	29	26	26	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
	BTW Authorization	171	164	144	143	142	134	130	114	92	87	93	93	92	76	36	1	0	0	
29,30,46	Class A License	2111	2129	1341	528	532	592	180	176	195	322	598	678	723	680	840	576	681	579	
	Class B License	1208	1101	1139	1,087	1,172	955	983	1054	650	718	673	743	717	963	967	629	703	620	
36,37	Class E License	305	288	306	392	383	337	275	252	239	267	238	273	207	193	200	266	271	236	
	Class G License	24	17	15	23	19	13	12	12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
91	Coaching Authorization Ext.	63	82	117	149	156	173	185	155	169	183	260	289	266	195	226	98	4	0	
	Evaluator	7	18	26	19	14	27	40	195	219	244	973	918	1,345	250	575	140	110	133	
41,42,43,44	Initial Adm Lic	35	36	106	131	63	104	72	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
	Extended Initial Adm Lic	0	0	0	-	1	2	13	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
50,55	Career & Tech	22	27	22	17	19	10	21	18	5	31	NA	NA	NA	NA	NA	NA	NA	NA	
	Paraeducator	860	914	717	691	754	986	894	599	601	638	808	1195	558	206	48	1	0	0	
93	Para adding areas con	117	87	98	172	152	226	174	100	171	72	NA	NA	NA	NA	NA	NA	NA	NA	
	Orientation & Mobility	2	1	0	4	-	2	6	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
78,79																				
80-89	SPR	214	191	386	295	196	152	98	193	285	47	36	30	41	58	65	100	74	117	
	Teacher Intern	25	15	16	20	13	14	17	15	9	10	-	NA	NA	NA	NA	NA	NA	NA	
34																				
76	Initial Prof Service	32	46	42	46	39	15	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
	PSL - Class A	11	14	10	6	5	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
	PSL - Class B	0	0	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
	IPREP - Portfolio Review	4	2	3	1	4	3	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
95,96,97	SBO	164	26	18	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
	Native Language Authorization	7	3	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
52,56																				
53, 54	SAM	23	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
	Post-Secondary	NA	NA	NA	NA	NA	NA	NA	0	15	-	5	34	95	134	182	208	276	146	
60,65,70,75	AEA Administrator	45	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	2	8	5	9	8	2	7	
	Class C License	39	NA	NA	NA	NA	NA	NA	NA	NA	NA	455	47	32	59	99	163	297	138	
45																				
51,61,71	Class D License	NA	NA	NA	NA	NA	1	-	6	14	4	1	0	0	1	1	1	0	0	
	iJAG Authorization	28	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
47																				
49	Activities Admin. Authorization	17	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
	*TOTAL	28732	28812	29262	28060	27968	27871	28630	27344	26748	23143	24414	27838	25434	19856	20409	20721	20446	19986	
*Total Does Not Include Background Checks																				

\*Total Does Not Include Background Checks

# EXHIBIT 2: FY 14 – ACTUAL NUMBER OF LICENSES ISSUED PER MONTH BY TYPE

FY 2015 Actual Number of Transactions Processed per Month													
	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Issued
Duplicate Lic - Online	32	41	20	20	16	9	32	12	26	25	32	22	287
Late Fees - online	23	21	8	5	3	7	8	7	10	9	9	7	117
Master Ed - Online	127	139	95	83	78	77	105	72	82	78	108	140	1,184
Prof Adm - Online	19	10	15	14	10	19	19	6	18	9	20	20	179
Prof Service License	5	8	5	2	3	8	7	6	4	8	9	6	71
Standard Lic - Online	270	252	154	147	154	154	210	154	160	144	201	224	2,224
Background	259	382	374	533	214	712	171	589	369	395	495	411	4,904
Background in Office	113	127	90	51	41	58	66	0	0	0	0	0	546
Initial Teacher lic	192	254	287	422	103	633	174	429	201	218	367	178	3,458
Extended Initial	16	31	20	34	21	36	41	45	35	17	24	20	340
Standard License	259	419	217	171	133	145	138	158	168	146	181	344	2,479
Master Ed	180	195	190	140	96	161	164	152	158	150	167	199	1,952
Professional Adm	125	75	79	73	54	58	75	61	51	53	73	108	885
Coach Authorization	315	501	267	316	225	198	225	269	334	261	205	249	3,365
Substitute License	123	207	151	147	93	80	119	106	88	87	73	109	1,383
Substitute Auth	57	107	114	82	67	63	80	79	72	74	47	73	915
Endorsement	204	288	108	116	54	121	132	134	82	82	211	245	1,777
Duplicate Lic	31	29	14	18	5	11	15	11	18	17	5	10	184
Tx Evaluation	196	180	89	97	53	68	63	107	127	120	122	175	1,397
Late Payment	117	191	100	346	124	84	61	88	83	82	65	49	1,390
Out-of-state T or A	150	125	68	76	41	65	58	74	84	75	71	123	1,010
Out-of-country	1	0	2	8	0	1	1	1	4	5	2	2	27
BTW Driving Instr	13	10	3	5	13	28	11	22	17	18	20	11	171
Class A	266	89	119	126	78	103	124	94	129	169	313	501	2,111
Class B	255	306	105	142	41	29	24	15	28	38	60	165	1,208
Class E	37	54	25	30	10	8	4	9	17	19	36	56	305
Class G	1	3	5	2	2	0	0	0	1	2	4	4	24
Coach Auth Extend	7	14	5	8	4	4	4	3	4	6	2	2	63
Evaluator (New)	0	6	0	0	0	0	0	0	0	0	1	0	7
Initial Admin Lic	0	11	11	1	0	0	0	4	2	0	1	5	35
Extended Initial Adm	0	0	0	0	0	0	0	0	0	0	0	0	0
Career & Tech	3	2	4	1	2	2	2	1	0	2	1	2	22
Paraeducator	143	114	72	42	59	110	43	36	29	57	56	99	860
Para Adm Con	15	28	3	3	5	9	4	3	1	7	18	21	117
Orientation & Mobility	0	0	0	0	0	0	0	0	1	0	0	0	2
SPR	18	28	15	15	6	11	14	24	18	19	22	24	214
Teacher Intern Lic	7	6	1	2	0	0	0	0	0	0	4	5	25
Initial Prof Service	2	11	1	0	0	0	0	4	1	2	4	7	32
Professional Service	21	13	19	9	11	6	14	8	8	11	16	29	165
PSL - Class A	2	0	0	1	0	0	0	1	0	2	1	4	11
PSL - Class B	0	0	0	0	0	0	0	0	0	0	0	0	0
IPREP-Portfolio Review	1	0	0	0	0	0	0	0	1	2	0	0	4
SBO	0	2	6	4	9	12	11	22	25	20	24	29	164
Native Language Authorization	0	1	1	0	0	0	0	0	1	0	2	2	7
SAM	2	4	1	8	6	0	1	0	0	0	0	1	23
IJAG Authorization	0	1	6	3	0	1	1	0	6	2	1	7	28
Activities Admin. Auth.							3	7	3	1	1	2	17
Over Payment	5	4		5	3	2	1	2	0	4	0	0	30
Total # Licenses Issued	3,095	3,564	2,297	2,368	1,452	2,230	1,918	1,717	2,003	1,946	2,505	3,224	28,732
													Total Issued



# EXHIBIT 3: TOTAL LICENSES ISSUED BY MONTH

Total Number of Licenses Issued by Month													
	July	August	September	October	November	December	January	February	March	April	May	June	Total number of Licenses Issued
*FY 2016 Projected Running Total	2,677	3,083	2,288	2,223	1,654	1,735	1,882	2,029	2,250	1,913	2,280	2,923	26,938
	2,677	5,761	8,049	10,272	11,926	13,661	15,543	17,572	19,822	21,735	24,015	26,938	
*Average of FY04 through FY15													
FY 2015 Actual Running Total	3,095	3,564	2,297	2,368	1,452	2,230	1,918	1,717	2,003	1,946	2,505	3,224	28,319
	3,095	6,659	8,956	11,324	12,776	15,006	16,924	18,641	20,644	22,590	25,095	28,319	
FY 2014 Actual Running Total	2,968	3,852	2,120	2,232	1,571	1,964	2,092	2,040	2,099	1,984	2,576	3,314	28,812
	2,968	6,820	8,940	11,172	12,743	14,707	16,799	18,839	20,938	22,922	25,498	28,812	
FY 2013 Actual Running Total	2,744	3,375	1,978	2,488	1,849	1,920	2,231	2,068	2,246	2,188	2,956	3,219	29,262
	2,744	6,119	8,097	10,585	12,434	14,354	16,585	18,653	20,899	23,087	26,043	29,262	
FY 2012 Actual Running Total	2,490	3,087	2,475	2,041	1,849	2,005	1,985	2,259	2,141	1,951	2,920	2,857	28,060
	2,490	5,577	8,052	10,093	11,942	13,947	15,932	18,191	20,332	22,283	25,203	28,060	
FY 2011 Actual Running Total	2,812	2,923	2,294	2,149	1,857	2,051	1,996	2,050	2,299	2,055	2,189	3,293	27,968
	2,812	5,735	8,029	10,178	12,035	14,086	16,082	18,132	20,431	22,486	24,675	27,968	
FY 2010 Actual Running Total	2,804	2,899	2,626	2,210	1,842	1,944	1,843	2,321	2,158	2,037	2,211	2,976	27,871
	2,804	5,703	8,329	10,539	12,381	14,325	16,168	18,489	20,647	22,684	24,895	27,871	
FY 2009 Actual Running Total	2,902	3,413	2,644	2,547	1,779	1,726	1,979	2,221	2,393	1,844	2,259	2,923	28,630
	2,902	6,315	8,959	11,506	13,285	15,011	16,990	19,211	21,604	23,448	25,707	28,630	
FY 2008 Actual Running Total	1,895	2,580	2,592	2,199	1,795	1,161	1,733	2,384	1,792	1,748	1,883	2,242	27,344
	1,895	4,475	7,067	9,266	11,061	12,222	13,955	16,339	18,131	19,879	21,762	24,004	
FY 2007 Actual Running Total	2,008	2,788	2,503	2,302	1,538	1,486	1,654	2,300	2,028	1,680	1,736	2,910	26,747
	2,008	4,796	7,299	9,601	11,139	12,625	14,279	16,579	18,607	20,287	22,023	24,933	
FY 2006 Actual Running Total	1,722	2,259	2,005	2,062	1,452	1,469	1,744	1,820	2,299	1,683	1,851	2,776	23,142
	1,722	3,981	5,986	8,048	9,500	10,969	12,713	14,533	16,832	18,515	20,366	23,142	
FY 2005 Running Total	2,547	3,394	1,631	1,916	1,423	1,324	1,579	1,567	2,640	1,753	2,130	2,511	24,415
	2,547	5,941	7,572	9,488	10,911	12,235	13,814	15,381	18,021	19,774	21,904	24,415	
FY 2004 Running Total	4,142	2,867	2,293	2,164	1,443	1,541	1,825	1,600	2,906	2,082	2,141	2,834	27,838
	4,142	7,009	9,302	11,466	12,909	14,450	16,275	17,875	20,781	22,863	25,004	27,838	



# EXHIBIT 4: FY 2015- BALANCE SHEET / CASH FLOW CHART

FY 15 Balance Sheet / Cash Flow Chart

	July 14	Aug 14	Sept 14	Oct 14	Nov 14	Dec 14	Jan 15	Feb 15	Mar 15	Apr 15	May 15	Jun 15	Total
<b>Receipts</b>													
Brought Fwd from 14	100,000.00	1,076,209.26	-	-	-	-	-	-	-	-	-	-	1,176,209
Carry Fwd to 15	-	-	-	-	-	-	-	-	-	-	-	-	(570,663)
234 Gov Transfer in Other Agcy	182,161.25	224,507.25	136,162.50	190,516.50	60,340.50	130,049.25	117,003.75	125,124.50	124,909.25	119,934.00	148,960.25	207,000.00	1,775,259
401 License Fees	24,258.00	32,768.00	29,698.00	39,728.00	16,708.00	50,668.00	16,250.00	37,382.00	24,835.00	26,975.00	34,597.00	29,848.00	363,491
704 DOI Check Fee	208,408.25	257,305.25	188,892.25	200,344.50	107,200.25	188,657.25	133,253.75	162,489.50	149,544.25	146,909.00	183,127.25	237,056.00	2,138,088
<b>BOEE Total Receipts</b>	60,179.75	74,254.75	46,053.75	53,140.50	28,842.75	45,028.75	38,561.25	41,419.50	41,285.75	39,655.00	49,146.75	68,610.00	687,182
<b>Expenditures</b>													
101 Personal Services	68,313.68	117,136.94	192,754.77	101,882.80	116,397.55	116,332.53	120,501.39	120,470.60	188,831.87	121,544.42	102,583.76	180,666.25	1,546,417
202 In-State Travel	134.25	134.35	1,821.45	2,103.43	1,688.24	303.61	2,437.55	2,616.40	578.38	2,875.61	2,757.06	2,907.07	20,358
203 Assigned Vehicle	20.01	302.51	243.48	482.12	707.19	175.91	245.73	96.44	415.29	1,772.49	166.66	(617.50)	4,016
204 Vehicle Depreciation	-	-	390.00	390.00	390.00	390.00	390.00	390.00	390.00	390.00	390.00	720.00	4,320
205 Out-of-State Travel	-	-	-	2,630.10	1,391.16	256.09	-	-	-	-	1,427.20	3,338.43	9,343
301 Office Supplies	5,000.00	157.81	397.40	477.58	72.71	167.12	11.11	328.80	338.30	-	637.01	(217.87)	7,370
309 Printing & Binding	-	1,332.00	2,524.04	1,186.18	1,304.00	56.00	331.40	2,541.10	2,153.00	2,478.00	536.35	4,397.70	22,810
313 Postage	-	3,732.21	4,255.43	3,640.45	3,421.81	2,137.51	2,617.70	2,893.61	2,441.64	2,669.13	2,596.81	7,224.56	37,530
401 Communications	471.39	1,161.41	1,194.74	641.61	1,089.35	1,124.65	1,108.97	1,124.82	1,102.18	1,118.16	1,169.88	2,892.74	14,470
402 Rentals	1,410.00	309.78	75.00	-	328.37	56.41	-	-	-	-	500.00	-	2,680
405 Professional Services	-	100.00	120.00	652.70	6,182.08	176.29	648.66	671.26	-	705.03	812.29	370.56	10,439
406 Outside Services	-	380.76	1,914.92	2,297.70	2,246.78	451.00	1,787.64	25.00	1,986.74	346.21	1,409.85	33.47	12,890
407 Intra-State Transfers	1,229.02	-	-	-	-	-	-	-	-	-	-	600,000.00	600,000
408 Advertising	162.88	-	-	137.14	-	-	93.61	-	-	-	-	55.01	1,284
409 Outside Repairs/Services	-	346.26	1,013.26	346.26	346.26	1,013.26	346.26	343.26	1,010.26	343.26	343.26	167.28	705
414 Other Agency Reimb	-	2,188.32	3,477.28	6,052.48	(4,298.13)	2,430.58	2,212.68	1,892.52	2,344.21	2,447.63	2,610.19	6,287.54	6,805
418 ITE Reimbursement	-	-	-	-	-	-	200.00	-	-	-	-	-	200
432 Contracted Services	-	3,333.33	3,334.36	3,333.33	3,333.33	4,917.76	3,333.33	3,598.41	3,333.33	3,389.72	3,689.28	6,790.07	42,241
433 Gov Trif Attorney Gen	-	-	-	-	-	60.14	-	116.46	-	-	41.72	222.54	477
434 Gov Trif Other Agencies	-	-	48,581.00	27,020.74	6,019.19	42,968.00	48,146.00	20,765.49	24,794.00	20,338.52	27,262.14	53,363.28	316,281
502 Office Equipment	-	-	-	-	-	-	-	-	-	-	600.00	-	600
503 Equipment Non-Inventry	17,821.00	10,208.00	181.00	-	-	840.00	2,532.78	3,236.87	2,456.02	-	3,813.06	3,312.27	44,403
510 IT Equipment & Software	-	-	701.88	714.38	440.91	863.44	-	899.22	-	394.49	418.32	1,536.20	5,049
602 SWICAP/Other Expense	94,592.33	141,181.68	262,949.99	158,456.00	141,035.80	174,766.62	186,918.77	161,970.29	233,088.22	160,926.91	154,010.62	874,703.12	2,744,803
<b>Total Expenditures</b>	111,819.92	116,123.57	(94,121.49)	41,795.50	(33,899.30)	11,900.63	(63,665.02)	519.21	(63,563.97)	(14,017.91)	29,118.63	(637,645.12)	
<b>Excess (Deficiency) of Revenue over Expenditures</b>	100,000.00	211,816.92	1,404,149.75	1,310,092.01	1,351,877.51	1,318,041.96	1,320,942.59	1,276,277.57	1,193,236.81	1,179,221.90	1,208,338.53	570,663.41	
<b>Beginning Cash Balance</b>	211,816.92	1,404,149.75	1,310,092.01	1,351,877.51	1,318,041.96	1,320,942.59	1,276,277.57	1,276,793.78	1,193,236.81	1,179,221.90	1,208,338.53	570,663.41	
<b>Ending Cash Balance</b>													

# EXHIBIT 5: OBLIGATIONS VS. BUDGET REPORT

Obligations vs. Budget Report Budget Fiscal Year: 2015					
	Total Obligations FY-To-Date	SY 15 Spending Plan	Budget Balance	Percent of Budget Received /Spent	
<b>Resources:</b>					
Balance Forward	\$ 570,693	\$ 1,176,209			
Receipts					
234 Gov Transfer in Other Agcy	\$ 338	-	\$ 338.00	NA	102%
401 Fees, Lic. & Permits	\$ 1,775,259	\$ 1,735,513	\$ 39,746.00		101%
704 Other	\$ 363,491	\$ 360,000	\$ 3,491.00		
<b>Total Resources:</b>	<b>\$ 2,709,781</b>	<b>\$ 3,271,722</b>	<b>\$ (561,941)</b>		<b>83%</b>
<b>Expenditures:</b>					
101 Personal Services	\$ 1,548,417	\$ 1,533,123	\$ (15,294)		101%
202 In-State Travel	\$ 20,358	\$ 25,000	\$ 4,642		81%
203 Assigned Vehicle	\$ 4,016	\$ 5,000	\$ 984		80%
204 Vehicle Depreciation	\$ 4,320	\$ 4,000	\$ (320)		108%
205 Out-of-State Travel	\$ 9,343	\$ 20,000	\$ 10,657		47%
301 Office supplies	\$ 7,370	\$ 12,000	\$ 4,630		61%
309 Printing & Binding	\$ 22,810	\$ 15,000	\$ (7,810)		152%
313 Postage	\$ 37,530	\$ 38,000	\$ 470		99%
401 ION/Communications	\$ 14,470	\$ 15,000	\$ 530		96%
402 Rentals	\$ 2,680	\$ 3,500	\$ 820		77%
405 Professional Services	\$ 10,439	\$ 26,000	\$ 15,561		40%
406 Outside Services	\$ 12,860	\$ 5,000	\$ (7,860)		257%
407 Trans to Other agency	\$ 600,000	-	\$ (600,000)	#DIV/0!	
408 Advertising	\$ 1,284	\$ 3,000	\$ 1,716		43%
409 Outside Repairs/Ser	\$ 705	\$ 4,000	\$ 3,295		18%
414 Other Agency Reimb	\$ 6,805	\$ 12,000	\$ 5,195		57%
416 ITD Reimbursement	\$ 27,636	\$ 22,000	\$ (5,636)		126%
418 IT Contracted services	\$ 200	\$ 100,000	\$ 99,800		0%
432 Gov Transfer AG	\$ 42,241	\$ 41,000	\$ (1,241)		103%
433 Gov Transfer Auditor	\$ 477	\$ 8,000	\$ 7,523		6%
434 Gov Trans Other Agency	\$ 319,291	\$ 360,000	\$ 40,709		89%
502 Equipment Inventory	\$ 900	\$ 3,100	\$ 2,200		29%
503 Equipment Non-Inven	\$ -	\$ 19,000	\$ 19,000		0%
510 IT Equipment	\$ 44,403	\$ 60,000	\$ 15,597		74%
602 SWICAP	\$ 6,049	\$ 20,000	\$ 13,951		30%
705 Refunds (not included in Expenditure Subtotal)	\$ 9,752	\$ 8,000	\$ (1,752)		122%
<b>Expenditure Subtotal</b>	<b>\$ 2,744,603</b>	<b>\$ 2,353,723</b>	<b>\$ (390,880)</b>		<b>117%</b>
<b>Carryover</b>	<b>\$ (605,515)</b>	<b>\$ 312,483</b>	<b>NA</b>		<b>NA</b>

# EXHIBIT 6: PROJECTED AGENCY REVENUE AND EXPENDITURES - GROSS

## Forecast with General Fund Dollars

Projected Revenue and Expenditures With General Fund Dollars											
	Projected FY2016	Actual FY2015	Actual FY2014	Actual FY2013	Actual FY2012	Actual FY2011	Actual FY2010	Actual FY2009	Actual FY2008	Actual FY2007	
<b>Resources:</b>											
Balance Forward	\$ 570,664	\$ 1,176,209	\$ 1,156,232	\$ 1,047,213	\$ 923,038	\$ 865,118	\$ 465,147	\$ 966,099	\$ 751,218	\$ 186,871	
Appropriations											
Receipts											
Gov Transfer in Other Agency		338									
# Fees, Lic. & Permits*	\$ 2,382,440.50	\$ 2,362,440.50	\$ 2,376,318	\$ 2,394,796	\$ 2,273,149	\$ 2,261,510	\$ 2,219,966	\$ 2,330,805	\$ 2,186,116	\$ 2,066,686	
Other	\$ 393,491.00	\$ 393,491.00	\$ 394,479	\$ 366,286	\$ 365,000	\$ 373,742	\$ 369,189	\$ 315,462	\$ 278,178	\$ 308,963	
Total Resources:	\$ 3,346,626	\$ 3,902,479	\$ 3,897,026	\$ 3,807,295	\$ 3,591,247	\$ 3,330,388	\$ 3,044,303	\$ 3,645,367	\$ 3,214,512	\$ 2,591,620	
<b>Expenditures:</b>											
General Office**	\$ 1,916,578	\$ 1,825,312	\$ 1,833,419	\$ 1,765,263	\$ 1,831,145	\$ 1,550,106	\$ 1,518,807	\$ 1,598,423	\$ 1,457,824	\$ 1,103,643	
DCI/FBI Blford checks	\$ 310,027	\$ 319,291	\$ 297,852	\$ 290,911	\$ 347,620	\$ 294,463	\$ 277,854	\$ 247,658	\$ 213,824	\$ 214,339	
Inter State Transfers***	\$ 112,833	\$ 800,000						\$ 754,000			
General Fund 25%	\$ 560,610	\$ 587,182	\$ 589,546	\$ 594,889	\$ 565,268	\$ 562,780	\$ 552,528	\$ 580,139	\$ 543,965	\$ 522,420	
Expenditure Subtotal	\$ 2,900,048	\$ 3,331,785	\$ 2,720,817	\$ 2,651,063	\$ 2,544,034	\$ 2,407,329	\$ 2,349,187	\$ 3,180,220	\$ 2,215,413	\$ 1,840,402	
Revenue minus Expenditures	\$ 366,577	\$ 570,694	\$ 1,176,209	\$ 1,156,232	\$ 1,047,214	\$ 923,037	\$ 695,116	\$ 465,145	\$ 999,099	\$ 751,218	
Carryover	\$ 366,577.01	\$ 570,693.76	\$ 1,176,209.14	\$ 1,156,232.02	\$ 1,047,213.78	\$ 923,037.49	\$ 695,116.01	\$ 465,145.28	\$ 999,099.08	\$ 751,218.11	
Total to General Fund	\$ 590,610.13	\$ 597,182.00	\$ 595,546.00	\$ 594,889.00	\$ 565,268.08	\$ 562,780.06	\$ 552,526.00	\$ 580,139.30	\$ 543,965.00	\$ 522,420.00	

\* Includes 25% General Fund revenue based on a typical licensure fee of \$85

\*\* Assumes 5.0% annual increase in General Office expenditures

\*\*\* Assumes an average appropriation of \$112,833 from BoEE cash reserves

# Assumes 27,000 licenses issued each year

# EXHIBIT 7: PROJECTED AGENCY REVENUE AND EXPENDITURES - NET

## Forecast without General Fund Dollars

Projected Agency Revenue and Expenditures Forecast without General Fund Dollars															
	Projected FY 2016	Actual FY 2015	Actual FY 2014	Actual FY 2013	Actual FY 2012	Actual FY 2011	Actual FY 2010	Actual FY 2009	Actual FY 2008	Actual FY 2007	Actual FY 2006	Actual FY 2005	Actual FY 2004	Actual FY 2003	Actual FY 2002
<b>Resources:</b>															
Balance Forward	\$ 570,693	\$ 1,175,208	\$ 1,156,232	\$ 1,047,213	\$ 923,038	\$ 695,116	\$ (128,492)	\$ 720,321	\$ 751,218	\$ 166,971	\$ 6,533	\$ 0	\$ 34,116	\$ 50,273	\$ 93,336
Appropriations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,974	\$ 41,688	\$ 42,975
Reversions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Trf Other State Gov	\$ 339	\$ 339	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fees, Lic. & Permits	\$ 1,764,853	\$ 1,775,259	\$ 1,786,772	\$ 1,799,907	\$ 1,707,881	\$ 1,695,750	\$ 1,667,440	\$ 1,750,669	\$ 1,641,152	\$ 1,573,266	\$ 1,367,517	\$ 606,530	\$ 594,965	\$ 567,778	\$ 521,239
Other	\$ 363,491	\$ 363,491	\$ 364,476	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 308,963	\$ 304,913	\$ 254,944	\$ 251,694	\$ 230,206	\$ 218,718
<b>Total Resources:</b>	<b>\$ 2,699,037</b>	<b>\$ 3,315,256</b>	<b>\$ 3,307,480</b>	<b>\$ 2,847,120</b>	<b>\$ 2,630,920</b>	<b>\$ 2,393,866</b>	<b>\$ 1,538,948</b>	<b>\$ 2,471,568</b>	<b>\$ 2,392,369</b>	<b>\$ 2,062,200</b>	<b>\$ 1,672,430</b>	<b>\$ 861,574</b>	<b>\$ 867,533</b>	<b>\$ 840,586</b>	<b>\$ 782,932</b>
<b>Expenditures:</b>															
General Office	\$ 2,058,974	\$ 2,425,312	\$ 1,833,419	\$ 1,652,263	\$ 1,631,145	\$ 1,550,105	\$ 1,516,807	\$ 2,352,423	\$ 1,457,624	\$ 1,103,643	\$ 1,204,205	\$ 616,220	\$ 648,004	\$ 591,434	\$ 556,843
DCU/FBI Bldg checks	\$ 360,000	\$ 319,291	\$ 297,852	\$ 290,911	\$ 347,520	\$ 294,463	\$ 277,854	\$ 247,658	\$ 213,814	\$ 214,339	\$ 213,725	\$ 238,821	\$ 273,544	\$ 275,409	\$ 269,152
<b>Expenditure subtotal</b>	<b>\$ 2,418,974</b>	<b>\$ 2,744,603</b>	<b>\$ 2,131,271</b>	<b>\$ 2,056,174</b>	<b>\$ 1,978,665</b>	<b>\$ 1,844,569</b>	<b>\$ 1,796,661</b>	<b>\$ 2,600,081</b>	<b>\$ 1,671,438</b>	<b>\$ 1,317,982</b>	<b>\$ 1,417,932</b>	<b>\$ 855,041</b>	<b>\$ 921,548</b>	<b>\$ 866,843</b>	<b>\$ 825,995</b>
<b>Resources minus Expenditures =</b>	<b>\$ 280,062</b>	<b>\$ 570,653</b>	<b>\$ 1,176,208</b>	<b>\$ 790,946</b>	<b>\$ 652,255</b>	<b>\$ 549,296</b>	<b>\$ (257,713)</b>	<b>\$ (128,513)</b>	<b>\$ 720,921</b>	<b>\$ 751,218</b>	<b>\$ 254,498</b>	<b>\$ 6,533</b>	<b>\$ (34,115)</b>	<b>\$ (16,157)</b>	<b>\$ (43,063)</b>
<b>Carry Forward</b>	<b>\$ 280,062</b>	<b>\$ 570,653</b>	<b>\$ 1,176,208</b>	<b>\$ 790,946</b>	<b>\$ 652,255</b>	<b>\$ 549,296</b>	<b>\$ (257,713)</b>	<b>\$ (128,513)</b>	<b>\$ 720,921</b>	<b>\$ 751,218</b>	<b>\$ 186,971</b>	<b>\$ 6,533</b>	<b>\$ 0</b>	<b>\$ 34,116</b>	<b>\$ 50,273</b>
<b>FTE Positions</b>	<b>16.25</b>	<b>16.25</b>	<b>16.25</b>	<b>16.25</b>	<b>16.00</b>	<b>16.00</b>	<b>16.00</b>	<b>16.00</b>	<b>14.00</b>	<b>12.00</b>	<b>12.00</b>	<b>12.00</b>	<b>7.00</b>	<b>7.00</b>	<b>8.00</b>
<b>FTE Used</b>	<b>16.25</b>	<b>16.25</b>	<b>16.25</b>	<b>16.25</b>	<b>16.00</b>	<b>16.00</b>	<b>16.00</b>	<b>16.00</b>	<b>15.00</b>	<b>12.00</b>	<b>12.00</b>	<b>12.00</b>	<b>6.73</b>	<b>6.73</b>	<b>6.36</b>

The number of FTE's does not include the number of part time or contracted employees for the Live Scan (fingerprint) program.



**EXHIBIT 8: FY 16 BUDGET & FY 15 BUDGETS**

Licensure Fees Total 0001-9397		SFY 16 Spending Plan Board of Education Examiners Appropriation Unit # 0154	SFY 15 Spending Plan Board of Education Examiners Appropriation Unit # 0154
Revenue			
Appropriation		-	-
Brought FWD 15		1,082,900	1,176,322
501 Fees		1,764,853	1,735,513
704 Misc Receipts		360,000	360,000
Total Funds Available		3,207,753	3,271,835
Expenditures			
	FTE's	16.25	16.25
101 Personal Services		1,559,225	1,482,067
101 SERIP/SLIP		10,349	51,056
202 In-State Travel		25,000	25,000
203 Assigned Vehicle		5,000	5,000
204 Vehicle Depreciation		4,000	4,000
205 Out-of-State Travel		20,000	20,000
301 Office supplies		12,000	12,000
309 Printing & Binding		15,000	15,000
313 Postage		38,000	38,000
401 ICN/Communications		15,000	15,000
402 Rentals		3,500	3,500
405 Professional Services		26,000	26,000
406 Outside Services		5,000	5,000
407 Trans to Other agency		-	-
408 Advertising		3,000	3,000
409 Outside Repairs/Ser		4,000	4,000
414 Other Agency Reimb		12,000	12,000
416 ITD Reimbursement		22,000	22,000
417 Workers Compensation		-	-
418 IT Contracted services		36,000	100,000
432 Gov Transfer AG		41,000	41,000
433 Gov Transfer Auditor		8,000	8,000
434 Gov Trans Other Agency		360,000	360,000
501 Equipment		2,500	2,500
502 Office Equipment		100,000	16,500
503 Equipment Non-Inven		3,100	3,100
510 IT Equipment		60,000	60,000
602 SWICAP		20,000	20,000
705 Refunds		9,300	8,000
Total Expenditures		2,418,974	2,361,723
Estimated Carry Forward 15 (E7-E39)		788,779	910,112

## **APPROVAL MEMO**

**Date:** January 15, 2016

**To:** Board Members

**From:** Duane T. Magee, Executive Director

**RE:** Expenditure Reductions

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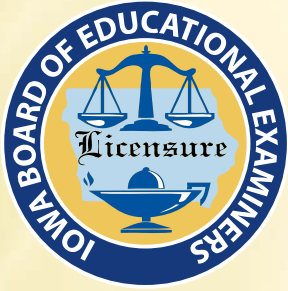
The Board must consider revising budget expenditures due to an anticipated decline in cash reserves and the uncertainty surrounding any potential fee increase. Failure by the BoEE to implement expenditure reductions now will lead to more severe expenditure reductions in the future.

I am recommending, based on conversations with BoEE staff members, that the board implement three expenditure reductions:

1. Do not fill current support staff vacancy
  - a. Potential annual cost savings - \$69,895
2. Stop printing and mailing paper licenses
  - a. Potential annual cost savings – \$38,681 (\$6,814 for paper licenses, \$3,367 for envelopes, and \$28,500 for postage)
  - b. I have confirmed with Darcy Hathaway that the BoEE is not required to print and distribute paper credentials
3. Stop remote fingerprinting of Iowa teacher preparation program students
  - a. Potential annual cost savings \$13,088 – (\$12,002 for temporary fingerprinters' pay and \$1,086 for temporary fingerprinters' travel expense reimbursement)
  - b. Potential one-time savings - \$40,817 (elimination of two digital fingerprinting systems)

The board will need to take formal action on these recommendations.

# 2016 BoEE Communication Plan



January 14, 2016

## MEMBERS OF THE BOARD

State of Iowa  
Iowa Board of Educational Examiners  
Grimes State Office Building  
400 E. 14<sup>th</sup> Street  
Des Moines, IA 50319-0146

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**Brenda Garcia**, Vice Chair, Muscatine, Public Member  
**Sara Arnold**, Cedar Rapids CSD, Teacher  
**Kathy Behrens**, Carroll Kuemper Catholic Schools, Teacher  
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### Administration

**Duane T. Magee** - Executive Director

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## TABLE OF CONTENTS

Table of Contents .....	3
Purpose.....	4
Mission: .....	4
Belief Statements .....	4
Goals: .....	4
Current Communication Efforts.....	5
Proposed Communication Efforts.....	11
Methods of Communicating .....	12

## **PURPOSE**

At the annual board retreat meeting on June 18 and 19, 2015, the board set the following goal: “The Board will develop a communication plan for the dissemination of information to its constituent groups.” The BoEE staff has created a communication plan to implement the board’s goal in order to enhance the communication efforts already in place at the BoEE.

The plan is focused on the board’s mission statement, belief statements, and goals:

## **MISSION:**

The mission of the Iowa Board of Educational Examiners is to establish and enforce rigorous standards for Iowa educational practitioners to effectively address the needs of students.

## **BELIEF STATEMENTS**

1. We believe that an effective licensure system is efficient, innovative, and responsive to needs of students and educators.
2. We believe in collaboration with other organizations to improve professional development and preparation programs.
3. We believe that education is a profession.
4. We believe that establishing ethical standards protects students and practitioners.

## **GOALS:**

1. The Board will develop rules for practitioner licensure that maintain high standards, are research based and provide flexibility in attainment.
2. The Board will develop a communication plan for the dissemination of information to its constituent groups.
3. The board will develop a plan to align BOEE goals with the Iowa Department of Education and Iowa colleges of education.

Each of the items identified in the communication plan will be tied to the mission statement, a belief statement, or a goal, and aligned with milestones for completion or implementation.

## CURRENT COMMUNICATION EFFORTS

Board Item	Communication Item	Target Stakeholder Group(s)	Communication Timeline	Milestone	Person(s) Responsible
Belief statements 1, 2, and 3	Educator video and Teacher Intern program video uploaded to website	BoEE applicants, aspiring educators, out-of-state educators and current credential holders	December 1, 2015	Prior to hiring season	Executive Director and IT Specialist
Belief statement 4	Searchable final board decisions	All BoEE credential holders and applicants, IASB, ISEA, PEI, SAI, IACTE, IHSAA, IGHS AU, school attorneys, media outlets, the general public, national organizations such as NASDTEC, and other government entities	Load public documents to BoEE website within twelve (12) calendar days of board meeting.	Board meetings	Board Secretary and IT Specialist
Mission statement, all belief statements, and all goal statements	BoEE website updated	All BoEE credential holders and applicants, IASB, ISEA, PEI, SAI, IACTE, IHSAA, IGHS AU, school attorneys, media outlets, the general public, national organizations such as NASDTEC, and other government entities	Ongoing	Ongoing	Ongoing monitoring of website – all staff and board members (IT Specialist edits the site), annual review of website by the BoEE's summer intern

<b>Board Item</b>	<b>Communication Item</b>	<b>Target Stakeholder Group(s)</b>	<b>Communication Timeline</b>	<b>Milestone</b>	<b>Person(s) Responsible</b>
Mission statement, all belief statements, and all goal statements	Annual board retreat	The board	Retreat agenda items gathered between January and May of the current fiscal year	Retreat agenda finalized at the May board meeting	Board Chair, Executive Director, and Board Secretary
Goal 2	BoEE meeting agenda posted to website	All BoEE credential holders and applicants, IASB, ISEA, PEI, SAI, IACTE, IHSAA, IGHS AU, school attorneys, media outlets, the general public, national organizations such as NASDTEC, and other government entities	Board agenda and packet posted to website a minimum of four (4) work days prior to each board meeting	Board meeting dates	Executive Director, Board Secretary, Board Chair, and IT Specialist
Belief statements 1, 3 and 4 and goals 1 and 2	Credential renewal emails	BoEE credential holders	Email sent one year before expiration date and two months before expiration date	Credential expiration	IT Specialist with oversight from Lead Consultant
Belief statement 1 and goal 2	Maintain email distribution lists (the most recent email distribution list created is for human resources contacts in each Iowa school district)	All BoEE credential holders and applicants, IASB, ISEA, PEI, SAI, IACTE, IHSAA, IGHS AU, school attorneys, media outlets, the general public, national organizations such as NASDTEC, and other government entities	Newsletter distributed monthly, Executive Director weekly update, other bulk email communications as needed	Ongoing	Executive Director, Board Secretary and IT Specialist

<b>Board Item</b>	<b>Communication Item</b>	<b>Target Stakeholder Group(s)</b>	<b>Communication Timeline</b>	<b>Milestone</b>	<b>Person(s) Responsible</b>
Belief statement 1 and goal 2	Quarterly BoEE newsletters (including professional practices updates)	All BoEE credential holders and applicants, IASB, ISEA, PEI, SAI, IACTE, IHSAA, IGHS AU, school attorneys, media outlets, the general public, national organizations such as NASDTEC, and other government entities	November, February, May, and August	One newsletter every three months	Lead Consultant, Executive Director, Attorney, and Board Secretary
Mission statement, all belief statements, and all goal statements	@IowaBoEE Twitter posts	BoEE Twitter followers	Ongoing	Ongoing	Lead Consultant and Executive Director
Mission statement, all belief statements, and all goal statements	Executive Director weekly update	The board, DE leadership, Governor's office, and BoEE staff	Weekly except for board meeting weeks	Send weekly update between Tuesday and Friday of each week	Executive Director
<b>Board Item</b>	<b>Communication Item</b>	<b>Target Stakeholder Group(s)</b>	<b>Communication Timeline</b>	<b>Milestone</b>	<b>Person(s) Responsible</b>

Mission statement, all belief statements, and all goal statements	BoEE blog updated as needed	All BoEE credential holders and applicants, IASB, ISEA, PEI, SAI, IACTE, IHSAA, IGHS AU, school attorneys, media outlets, the general public, national organizations such as NASDTEC, and other government entities	Ongoing	Ongoing	Lead consultant and IT Specialist
Mission statement, all belief statements, and all goal statements	Facebook posts	All BoEE credential holders and applicants, IASB, ISEA, PEI, SAI, IACTE, IHSAA, IGHS AU, school attorneys, media outlets, the general public, national organizations such as NASDTEC, and other government entities	Ongoing	Ongoing	Lead Consultant and Executive Director
Mission statement, all belief statements, and all goal statements	New teacher advisory group (meets 4 times per year)	Sample group of Initially Licensed teachers	Ongoing	Ongoing	Lead Consultant
<b>Board Item</b>	<b>Communication Item</b>	<b>Target Stakeholder Group(s)</b>	<b>Communication Timeline</b>	<b>Milestone</b>	<b>Person(s) Responsible</b>

Mission statement, all belief statements, and goals 1 and 2	Coaches advisory group	Licensed/ authorized coaches, IGHSAU, IHSA, and coaches associations	Quarterly Meetings	July, October, January, and April	Consultant assigned to athletic coaches and Executive Director
Mission statement, all belief statements, and all goal statements	Legislative reception	Legislators	December and January invitations go out to legislators	January each year	Board Chair, Executive Director, Board Secretary
Mission statement, all belief statements, and all goal statements	Legislative priorities handout	Governor, Legislators and other stakeholder groups impacted by the board's legislative priorities	Document is printed by January 1	Handout at legislative reception	Executive Director and Board Secretary
Mission statement, all belief statements, and all goal statements	BoEE complaint process handout	Attendees at BoEE presentations	Ongoing	Ongoing	Executive Director and Attorney
Goal 2	Key Iowa education/BoEE facts handout	Attendees at BoEE presentations	Handouts distributed at each BoEE presentation	Update by September 1 each year	Executive Director
Mission statement, all belief statements, and goals 1 and 2	Legislative reports	Governor, Legislators and other stakeholder groups impacted by the board's legislative mandates	Outlined in statute	Reports delivered prior to statutory deadlines	Executive Director, BoEE Consultants, Attorney, and Board Secretary
<b>Board Item</b>	<b>Communication Item</b>	<b>Target Stakeholder Group(s)</b>	<b>Communication Timeline</b>	<b>Milestone</b>	<b>Person(s) Responsible</b>
Mission statement, all belief	Licensure and ethics presentations	Attendees at BoEE presentations,	Ongoing	Ongoing	BoEE Consultants, Attorney,

statements, and all goal statements		specifically aspiring teachers, administrators and practicing educators.			and Executive Director
Mission statement, all belief statements, and all goal statements	Attendance at AEA superintendent meetings	District superintendents and AEA chief administrators	Attend meetings in each AEA at least once every three months	Ongoing	BoEE Consultants and Executive Director
Goal 3	Attendance by the Executive Director at DE Management Council meetings	DE	Provide agenda items as requested	Mondays	Executive Director
Goal 3	Council on Educator Development	Assist DE with this legislative mandate	November 15, 2016	Important dates – see DE web page for this council	Lead consultant
Goal 3	Commission on Educator Leadership and Compensation	Assist DE with this legislative mandate	Important dates – see DE web page for this commission	Important dates – see DE web page for this commission	Brenda Garcia
Mission statement, all belief statements and goal 1	NASDTEC conference attendance (The Executive Director serves on the NASDTEC Board and the BoEE Attorney serves on the Professional Practices Committee)	The board and staff	Notification of who will be attending NASDTEC events made at least three months prior each event	June annual conference, October Professional Practices Institute, and February Winter Symposium	Executive Director, board members, BoEE consultants, Attorney
<b>Board Item</b>	<b>Communication Item</b>	<b>Target Stakeholder Group(s)</b>	<b>Communication Timeline</b>	<b>Milestone</b>	<b>Person(s) Responsible</b>
Mission statement, all belief	Presentations and attendance at	Groups and individuals attending each	Ongoing	Ongoing	Executive Director, Board



statements, and all goal statements	conferences and meetings SAI IASB PEI Iowa Council of School Board Attorneys IASPA IASBO IACTE	conference or meeting			Secretary, Lead Consultant, and Attorney
Mission statement, all belief statements, and all goal statements	Periodic IACTE email updates (typically 4-6 email updates per year)	IACTE	Ongoing	Ongoing	Lead consultant
Mission statement, all belief statements, and all goal statements	BoEE (including joint BoEE and DE) memos to the field (ex. mandatory ethics complaint memo)	Governor, Legislators and other stakeholder groups impacted by BoEE decisions and updates	Ongoing	Ongoing	Executive Director
Mission statement, all belief statements, and all goal statements	Credential inserts (IAC 282.25 and 26, TeachIowa.gov, and BoEE brochures, NBPTS letter, and letter to young coaches.	Credential holders	Ongoing	Ongoing	Staff issuing credentials

## PROPOSED COMMUNICATION EFFORTS

<b>Board Item</b>	<b>Communication Item</b>	<b>Target Stakeholder Group(s)</b>	<b>Communication Timeline</b>	<b>Milestone</b>	<b>Person(s) Responsible</b>
Mission statement all belief statements and all goal statements	Use no reply email address to send emails to all individuals in the BoEE database	Anyone in the BoEE database with a folder number and email address	January 31, 2016	After January board meeting and presentation of the communication plan	IT Specialist, Lead Consultant, and Executive Director
Mission statement, all belief statements, and all goal statements	Create a stakeholder advisory group consisting of representatives from SAI, IACTE, ISEA, PEI, IASB, IHSAA, IGHSAU, new teachers, administrator preparation programs, AEA, Iowa Teacher of the Year, and the DE.	AEAs, Governor's office, DE IACTE, IASB, IGHSAU, IHSAA, ISEA, PEI, SAI, new teachers, administrator preparation programs, Iowa Teacher of the Year	July 1, 2016	Convene this group after the June board retreat	The board and Executive Director

## **METHODS OF COMMUNICATING**

The BoEE will utilize all available communication methodologies to increase the board's communication efforts including, but not limited to, "Zoom" meetings (or other online meeting tools), email, Twitter, Facebook, blogging, website/Internet, in-person meetings, landline telephones, cell phones, attendance at relevant conferences and meetings, and U.S. mail.

## **BOARD PRIORITY MEMO**

**Date:** January 14, 2016

**To:** Board Members

**From:** Duane T. Magee, Executive Director

**RE:** Board priority regarding frivolous complaints

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The board has identified the following as an administrative code priority for 2015-2016:  
“Change jurisdictional rules to address frivolous complaints by allowing the executive director to review investigative reports before the board makes a probable cause determination.”

Rule 282—11.3, which sets forth the jurisdictional requirements, states that before a complaint is assigned to an investigator, “[t]here must be sufficient evidence to support the complaint” and “[t]he magnitude of the alleged violation must be adequate to warrant a hearing by the board.” In light of the board’s concern about frivolous complaints, the board staff recommends a focus on more stringent application of the current jurisdictional requirements, rather than a rule change at this time.

Complaints dismissed on jurisdictional grounds will be returned to the complainant(s), with specific guidance on the deficiencies identified by the executive director and board attorney. Complainants will at this point have the opportunity to augment their description of the alleged ethical violation, include supporting documentation, etc.